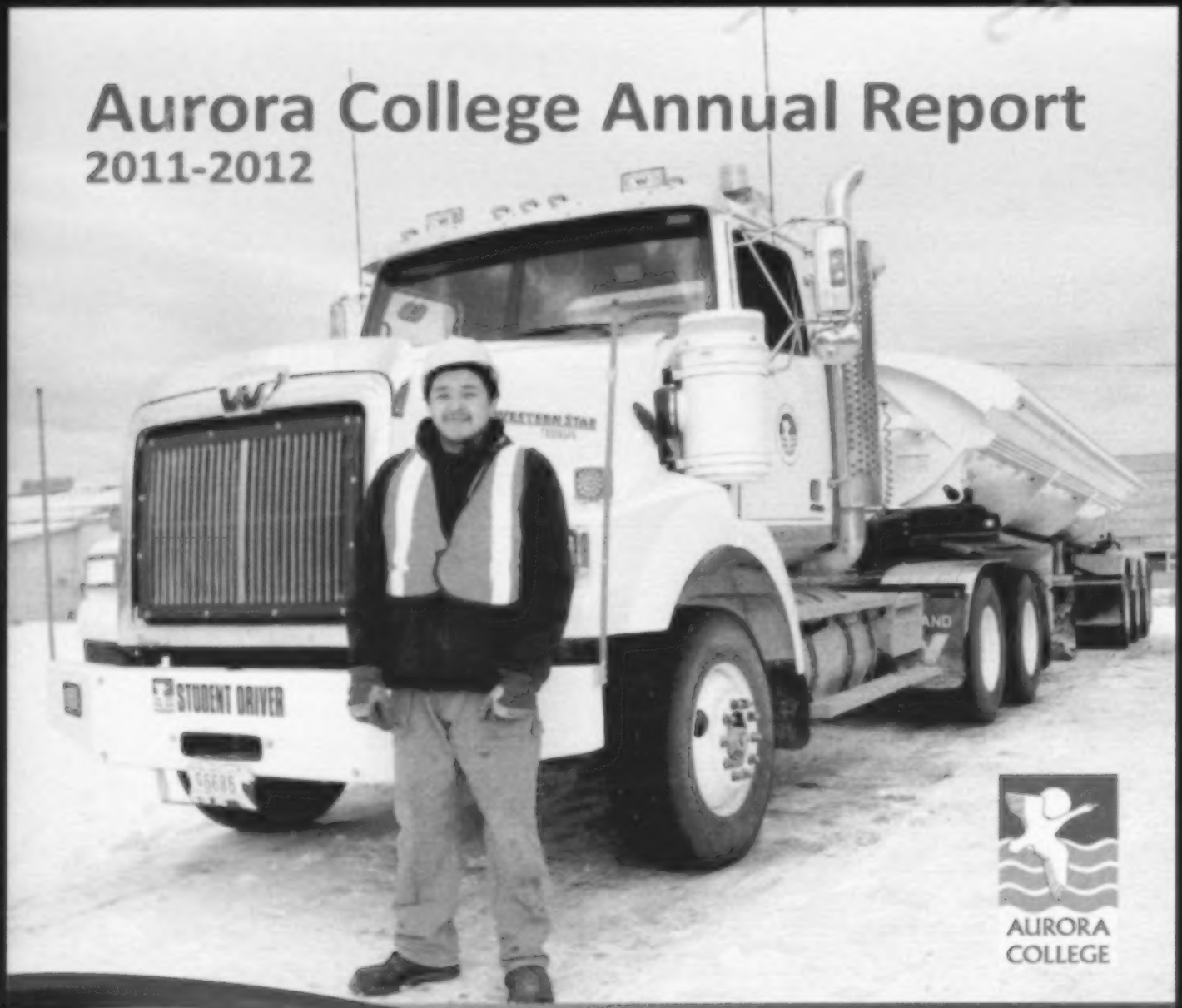
Aurora College Annual Report
2011-2012



AURORA COLLEGE

www.auroracollege.nt.ca

AURORA COLLEGE

Mandate and Purpose (Aurora College Act R.S. N.W. T. 1988, cA-7, s3)

The purpose of Aurora College is to deliver adult and post-secondary education, including the delivery of university-level programs and granting of prescribed university degrees and applied bachelor degrees.

Mission Statement

Aurora College is focused on Student Success and is committed to supporting the development of our Northern society through excellence in education, training and research that is culturally sensitive and responsive to the people we serve.

Our Values

Together, we are creating a vibrant, Northern college that is committed to excellence in education and research and fosters understanding and respect among all Northern people.

We will continue to do this by:

- Serving students in the best way possible, offering a seamless transition between high school, work, college and university;
- Nurturing critical thinking skills and problem-solving abilities;
- Offering a full spectrum of post-secondary education, qualifying Northerners to work or to go on to further education anywhere in Canada;
- Respecting and celebrating Aboriginal cultures and linking modern and traditional lifestyles;
- Supporting innovation in education and research;
- Ensuring research and post-secondary education are well integrated, through strong partnerships with industry, communities, governments and other educational institutions;
- Recognizing our role in supporting the governance and economic development of Northern communities;
- Attracting and retaining highly qualified Northern staff and faculty; and
- Fostering an environment of excellence in which staff, faculty and students can work and learn.

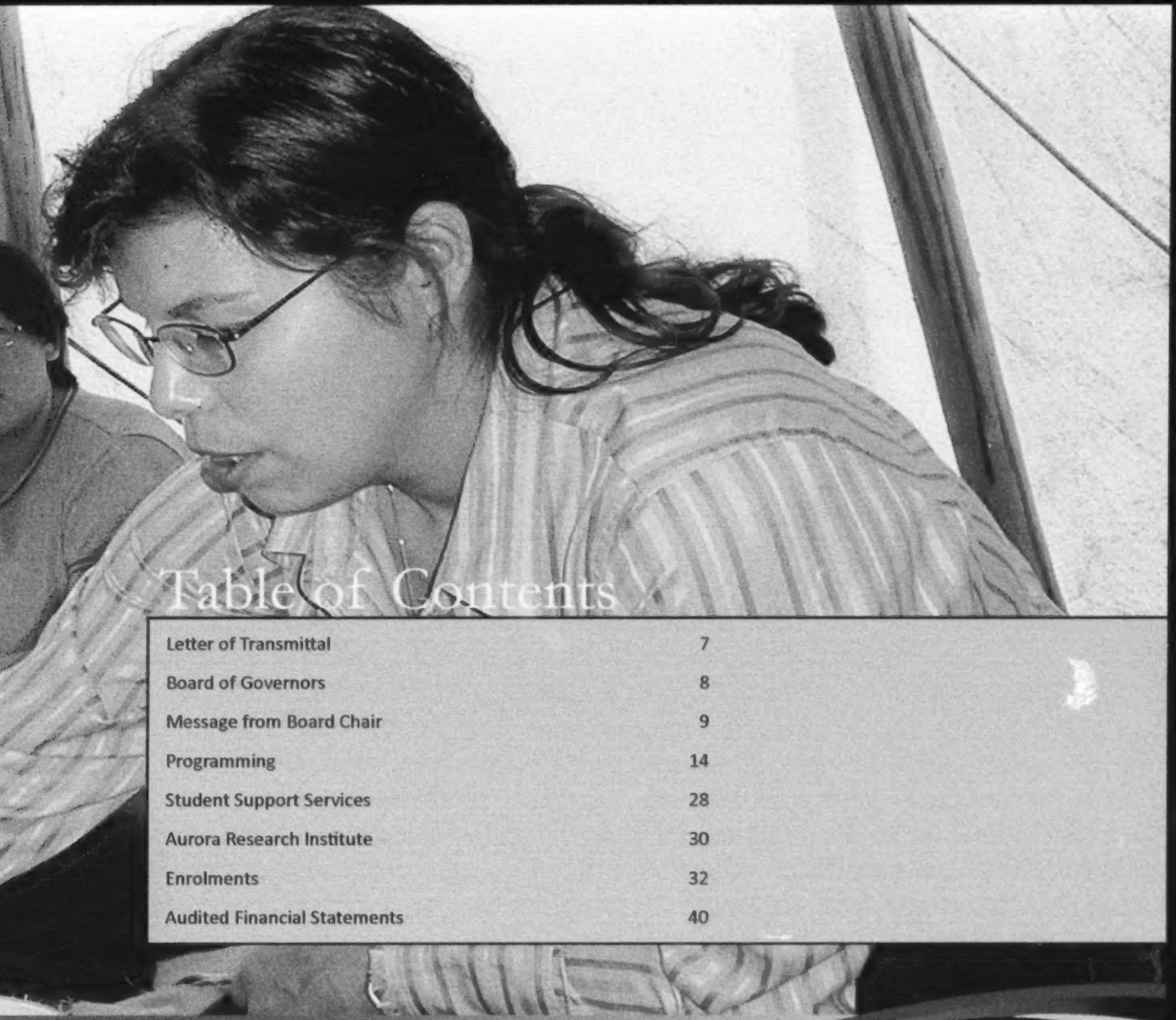


Table of Contents

Letter of Transmittal	7
Board of Governors	8
Message from Board Chair	9
Programming	14
Student Support Services	28
Aurora Research Institute	30
Enrolments	32
Audited Financial Statements	40

The Honourable Jackson Lafferty
Minister, Education, Culture and Employment
PO Box 1320
Yellowknife, NT
X1A 2L9

Message from the Board – Aurora College Annual Report 2011-2012

Dear Minister Lafferty:

Enclosed is the 2011-2012 Annual Report for Aurora College. Our Annual Report reflects the College's strengths in providing programs and services to the people of the Northwest Territories.

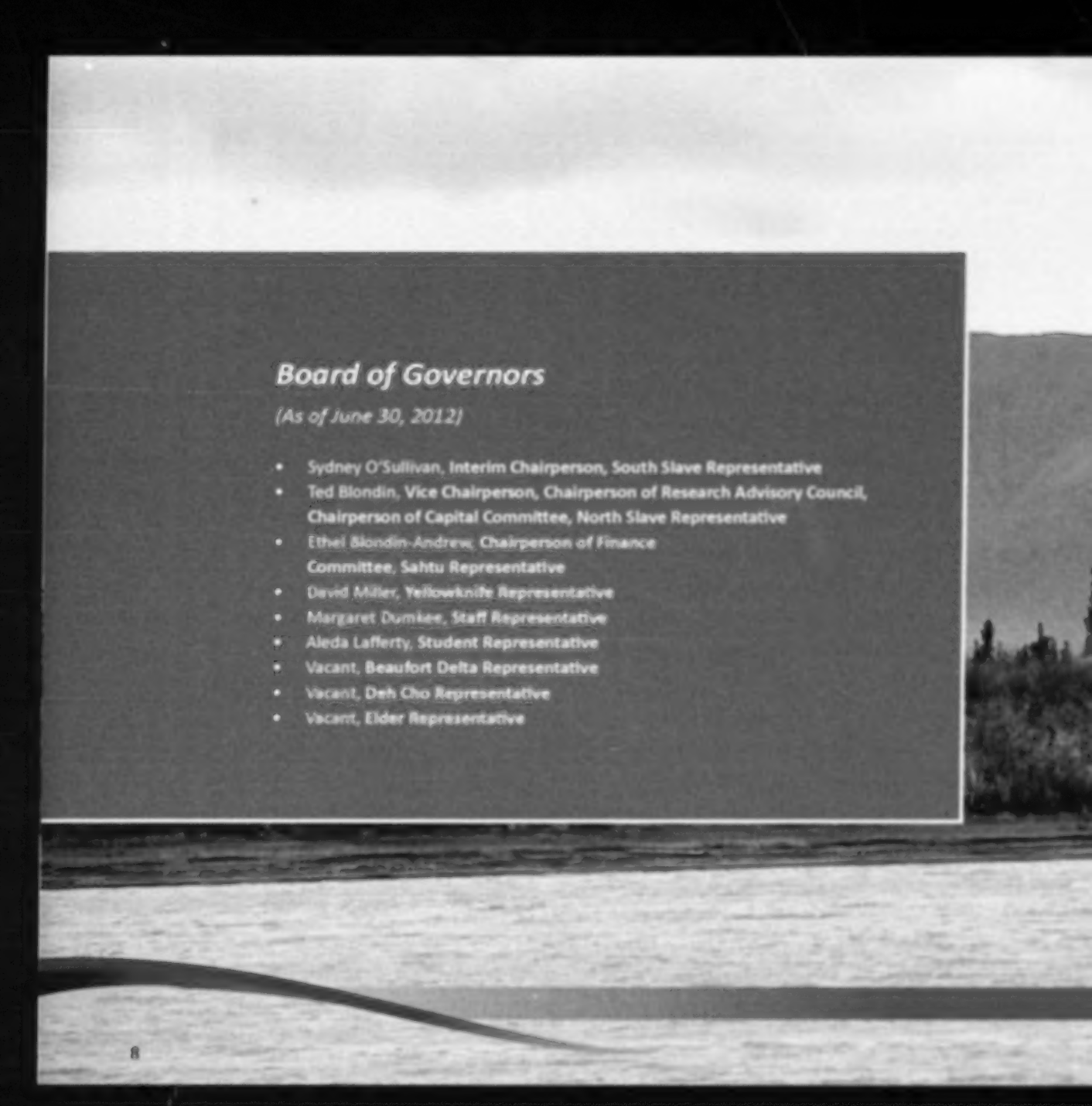
As residents of this vast region, the Board members are dedicated to ensuring the delivery of quality programming to meet the ever-increasing needs of the people of the North. This college is committed to providing an educated population so that Northerners can enjoy a comprehensive quality of life. We are providing learning opportunities for all people in the region. The Board is proud of its role in delivering responsive post-secondary services and appreciates the support provided from your Ministry and looks forward to the future of Aurora College. Together, we are shaping the future of the Northwest Territories.

The Annual Report evolves each year and we look forward to working closely with the Department on further developments on the structure, layout and content of the Annual Report.

Yours truly,

Sydney O'Sullivan
Chairperson, Board of Governors
Aurora College

c. Deputy Minister, Education, Culture & Employment
President, Aurora College



Board of Governors

(As of June 30, 2012)

- Sydney O'Sullivan, **Interim Chairperson, South Slave Representative**
- Ted Blondin, **Vice Chairperson, Chairperson of Research Advisory Council, Chairperson of Capital Committee, North Slave Representative**
- Ethel Blondin-Andrew, **Chairperson of Finance Committee, Sahtu Representative**
- David Miller, **Yellowknife Representative**
- Margaret Dumkee, **Staff Representative**
- Aleda Lafferty, **Student Representative**
- Vacant, **Beaufort Delta Representative**
- Vacant, **Deh Cho Representative**
- Vacant, **Elder Representative**

Message from the Chairperson

The academic year 2011-12 was one of transition and change for the Board of Governors of Aurora College. Six of the nine board members saw their terms end and several new members stepped in to take their places. Although a great deal of institutional knowledge and experience left the Board of Governors, we also welcomed fresh perspectives and ideas.

As Chairperson, I am proud of the steps Aurora College has taken to develop and expand partnerships with other educational institutions, community organizations, government agencies, Aboriginal Governments and business and industry groups. As the only post-secondary institution in the territory, Aurora College has many roles to fill. Of these, the most important is providing the best quality education possible to Northwest Territories residents. I believe that we are succeeding in that role, but there is always room for change and improvement, which we are constantly striving to achieve.

I believe it is imperative that Northerners continue to have access to quality education close to home. The education they receive needs to be based on the traditions and beliefs of the people who have made this region their home for generations, as well as the most up-to-date learnings and curricula. The blend of the best of the two worlds is what makes Aurora College unique and marketable in a highly competitive world. Several programs, such as the Aboriginal Language and Cultural Instructor and Environment and Natural Resources Technology programs are unlike any you are likely to find at other colleges or universities.

Students at Aurora College are an illustration of the diversity of educational needs in our territory. Approximately half of our

Sydney O'Sullivan

students are enrolled in the School of Developmental Studies, which delivers courses and programs that help either to prepare individuals for further education or to enhance literacy skills for use in their jobs or daily lives. These students represent 30 percent of full-time equivalents enrolments. At the other end of the spectrum, the Master of Nursing – Nurse Practitioner program increases the skill level and education of practicing nurses, who in turn then provide an even higher level of health care.

As we work to develop a new long-term Strategic Plan, the Board of Governors will continue to hold true to these principles and to guide Aurora College into an even brighter future.

Sydney O'Sullivan
Chairperson

Opportunities and Challenges

Aurora College continues to face a number of challenges in our quest to provide quality and relevant programs and courses to the people of the Northwest Territories. However, many of these challenges also present unique opportunities.

Running a distributed campus model with three campuses and 23 Community Learning Centres (CLCs) requires more capital, infrastructure and operational investment than most similar-sized organizations. Limited bandwidth and unreliable communications infrastructure further exacerbate the challenge of running multiple delivery sites. However having a number of campuses and CLCs in nearly every community in the NWT allows for a diversity of programs and delivery tailored to individual community needs. Students are able to stay closer to their homes, families and communities, which provides support and increases retention.

Low literacy levels and English competency are a challenge for many of our students. Resources and funds are required to meet these needs and to provide instruction to bring their language skills to the levels necessary to be successful in post-secondary and other programs. The corresponding opportunity is for Aurora College to continue to provide Adult Literacy and Basic Education and Access Programs through a network of campuses and CLCs. The recent Canada-NWT funding agreement for adult literacy will go a long way to support these programs.

A key challenge and opportunity for Aurora College is competition. Post-secondary education has become a global commodity, with the advent of on-line and distance education, students can study virtually anywhere in the world without leaving their homes. To adapt to this shift, many colleges and universities are becoming more specialized. More colleges are offering university programming and the idea of the "community college" as a default is disappearing. It is imperative for Aurora College's future to keep our programs relevant and attractive to Northerners. Current efforts to achieve this focus on maintaining and enhancing a culturally relevant curriculum, providing support systems for our students and working with industry and community partners to ensure the programs we offer provide students with the skills necessary to be successful in their lives and careers.

Aurora College Highlights 2011-2012

There was much cause for celebration at Aurora College in 2011-12, including the opening of new facilities, students and staff receiving recognition and awards and new academic partnerships.

NWT Education Hall of Fame

Four of the seven 2011 inductees have direct ties to Aurora College. Kevin Antoniak is a long-term instructor in Aurora College's innovative Environment and Natural Resources Technology Program (ENRTP); Margaret Thom was the first Dene representative on Aurora College's Board of Governors (2009-2010); Betty Bernaby is a Fort Good Hope teacher who received her Bachelor of Education degree through Aurora College; and Helen Kitchukiak is a community counsellor in Chidliotchik who earned her teaching certificate from Aurora College.

Premier's Awards

Aurora College is proud that two of our employees are part of the team that received the 2011 GNWT Premier's Collaboration Award. Sarah Boulton (Manager of the South Slave Research Centre, Aurora Research Institute, and ENRTP Instructor) and Kevin Smith (Program Head, Environment and Natural Resources Technology Program) represent Aurora College and Aurora Research Institute on the Slave River and Delta Partnership.

New Academic Partnerships

A five-year Memorandum of Understanding was signed between the three northern colleges (Aurora College, Yukon College, Nunavut Arctic College) and the four universities that make up the U3ADO consortium (University of Alberta, University Laval, Dalhousie University and University of Ottawa). The agreement will create additional opportunities for northern students and researchers.

NABEP Program Funding

Aurora College, along with Yukon College and Nunavut Arctic College, will be delivering the new Northern Adult Basic Education Program (NABEP), thanks to a multi-year, multi-million dollar funding agreement with the federal government through Canlit. The program will improve access to basic skills upgrading so that adults are better positioned to participate in the labour market.

New Facilities in Four Communities

Three new Community Learning Centres held grand openings in 2011-12. The Chief Daniel Gotinre CLC in Kakisa/Lutsel K'e First Nation, the Lutsel K'e CLC and the Chief Jonas Lafferty CLC in Tulita/Fort Norman welcomed students through their doors early in the academic year and immediately began delivering a variety of courses and programs. As well, the Western Arctic Research Centre in Inuvik celebrated the grand opening of its new facilities.

International Conferences

Students and faculty members travelled to and participated in international conferences. Several Business Administration students attended the Social Enterprise Conference at Harvard Business School, while presentations were made by a number of Nursing College and Nursing Research Institute students and employees at the International Polar Year Conference in Montreal.

Nursing Conference Hosted

The Nursing faculty hosted over fifty nursing educators from our partnership nursing schools in SE at the annual Collaboration for Academic Education in Nursing Conference, April 19-20, 2011. Our students continue to seek placements internationally this year four students travelled to Norway and two went to Lesotho, Africa, in partnership with the Public Health Unit. Within the School Program, nursing students were engaged in health teaching in both school districts. In Social Work, three graduates from the Social Work Diploma program continued their studies in the north and graduated with a Bachelor in Social Work from University of Regina.

Youth Programs

The second annual NVT Youth Leadership Symposium was hosted at Thebacha Campus in June. High school students from across the territory attended a variety of workshops and seminars that exposed them to different career options and to many of the programs available at Aurora College.

For the seventh year, the School of Trades, Apprenticeship and Industrial Training was showcased as junior and senior high school students from South Slave schools participated in the introductory and intensive sessions of the Trades Awareness Program at Thebacha Campus.

Arts & Science Programs

The 2011-2012 academic year was a busy one in Arts & Science programs across the NWT with short-term skills-based training being delivered in several communities, as well as diploma programs graduating students at Aurora Campus in Inuvik and Thebacha Campus in Fort Smith.

Community-Based Training

In November 2011, Aurora College piloted the Contaminated Site Remediation Program in Fort Simpson, followed by a second delievery in Lutsel K'e in the spring. In total, 21 participants successfully developed the skills necessary to assist technicians conducting remediation work.

Two community-based Environmental Monitor Training programs were delivered in 2011-12, in Nahanni Butte and Ndilo. All programs are delivered in partnership with local communities and industry. They are designed to train residents to work with private industry, government agencies and environmental organizations such as land and water boards.

Environment and Natural Resources Technology (ENRTP)

Students at both Thebacha and Aurora Campuses were involved in several field camps designed to integrate scientific methodology with Traditional Knowledge and traditional land skills. These were instructed by community Elders, regional experts and Aurora College staff. Partnerships with both industry and government continue to be strong; these provide added value to academic programming at both campuses through direct involvement in classroom activities and field work.

The 2011-2012 academic year culminated with diplomas earned by a total of 12 students: eight at Aurora Campus and four at Thebacha Campus. Employability remains strong across the territory for ENRTP grads. Eight found work in the environmental sector, while four accepted seasonal positions as they are furthering their education, pursuing Bachelor of Science degrees. Enrolment and student retention continues to increase with nine students continuing into second year and an increase in first year applications.

Aurora Campus ENRTP

During the first week of September 2011, Aurora Campus ENRTP students spent ten days at Kendall Island and around the Beaufort Sea. Students developed skill sets in limnology, marine hydrology and water chemistry, salt-marsh ecosystem analysis (floral and faunal sampling; water chemistry), ecology, geological formations and processes of the coastal region, in combination with river/costal and GPS navigation techniques. Historical and traditional teachings were conducted on site by Elders who grew up on the island and in the Beaufort-Delta Region.

The Aurora Campus program continues to work in conjunction with the Western Arctic Research Centre of the Aurora Research Institute (Inuvik) who not only provide equipment, logistical, technical and "people expertise" support, but act as outreach liaisons, giving students opportunities to work in the field with northern researchers. In addition, Dr. John England from the University of Alberta, Earth and Atmospheric Sciences and NSERC Northern Chair, continued to champion the program giving students invaluable technical research experience, focusing on the nature of the Arctic's physical environment. One final Aurora Campus note saw student James Gordon's technical report Husky Lakes Survey: Proposed Inuvik to Tuktoyaktuk Highway 2012 submitted to the Environmental Impact Review Board (EIRB) Registry where the parties involved in the development proposal will be given the opportunity to respond to the report.

Thebacha Campus ENRTP

Field camps are also a highlight for Thebacha Campus ENRTP students. They develop skills in limnology, water sampling, forestry, geology and ecology in combination with map and GPS navigation techniques. Local Elder Jane Dragon made an impact on the students at the Tsu Lake Field Camp with her traditional fur demonstration. First year students also visited her cabin on the Taltson River during an overnight canoe trip. The students travelled along a re-established traditional river and portage route that a previous group of students had cleared the year before from the effects of a large forest fire. This route between the Taltson River and Tsu Lake is now well marked and safe for any canoeists to travel.

Students were trained and certified in the Canadian Aquatic Biomonitoring Network (CABIN) protocol, which focuses on the health and abundance of benthic invertebrates in local streams and rivers across Canada. Students participated in a Parks Canada owl survey and were trained by an expert in bear and wildlife safety. In addition to all of their regular studies, students were also active delivering educational programs to primary classes in local schools.

Joint Aurora-Thebacha ENRTP Winter Field Camp

Every three years, ENRTP students at both Aurora Campus and Thebacha Campus have the opportunity to combine for a Joint Winter Field Camp. Prior to the field camp classroom components begin with courses in wildlife biology, wildlife techniques and freshwater fisheries, where students develop skill sets in wildlife taxonomy, anatomy, harvesting and monitoring techniques, adaptations to cold environments and Traditional Knowledge and biology of individual species. In early March, 14 second-year students spent 12 days at the ENRTP winter camp site (approximately 195 nautical miles north-east of Fort Smith on the upper Taltson River). Elders from the Fort Smith area and college instructors led the studies. Students affirmed their skills and sampling techniques for caribou harvesting, necropsy and dressing out the animals, working alongside a biologist from the Department of Environment and Natural Resources. Population analyses and segregation methods such as age determination and sex ratios were inferred by qualitative observation and aerial surveys during the camp. Students also honed their on-the-land emergency skills such as shelter building and survival techniques. The main goal of this field camp is to provide the opportunity for students to share their knowledge and experiences with an audience of their peers. Students exchange ideas and build professional relationships through formal "hands-on" and informal activities between both campus cohorts during the field camp.

School of Business & Leadership

Three programs are offered through the School of Business and Leadership: Business Administration Diploma and Certificate, Office Administration Diploma and Certificate, and Northern Leadership Development.

Graduates of Business and Office Administration programs continue to be highly sought after as potential employees for Aboriginal Governments, the GNWT, non-governmental organizations, industry and businesses. Of the 120 Aurora College graduates who received diplomas or certificates this academic year, 50 percent were enrolled in programs in the School of Business and Leadership. These included: Business Administration Diploma – 25, Business Administration Certificate – 16, Office Administration Diploma – 8, Office Administration Certificate – 11.

Faculty members of the school continue to be involved in professional development initiatives and conferences in order to maintain and increase their academic and professional credentials. These efforts to stay current in their fields of study allow instructors to present up-to-date and relevant learning experiences to students.

Business Administration

Options of both Certificate (one year) and Diploma (two-year) programs are offered at all three campuses, and are delivered as full-time and part-time programs, depending on the campus. We continue to see an increase in the number and quality of applicants at all three campuses each year. Technology is integrated into the program to support student learning. Through articulation agreements with University of Saskatchewan, University of Lethbridge and Athabasca University, as well as on their own, a number of graduates of the diploma program continue their education beyond Aurora College's offerings.

Aurora Campus offers ten evening courses each academic year, alternating between first and second year courses. Thebacha Campus delivers both the General and Community Economic Development streams of the Diploma program as well as the one-year Certificate. Yellowknife-North Slave Campus has both day and evening courses available for the Certificate and General Diploma programs.

Office Administration

Enrolment continues to increase regularly in this popular program that is offered at Aurora Campus and Thebacha Campus. The program develops skillls required for students to work in a variety of offices. Emphasis is put on knowledge and skills that will enhance the unique work envirnoments of the north. Most graduates found employment or chose to continue their studies. Fort Simpson Community Learning Centre also delivered the Office Administration Certificate program.

Northern Leadership Development (Industry Focus)

The Northern Leadership Development Program (NLDP) is designed for employees in "front line" positions in industry or industry-related businesses or organizations in the NWT. The program is also applicable to people new to supervisory or management roles, such as team leaders or front line supervisors. The program consists of eight three-day modules, including Personal Development/Coach Mentoring, Communications Skills, Effective Personal Leadership, Effective Team Leadership, Managing in The Middle, Problem Solving and Decision Making, Culture and Diversity in the Workplace, and Conflict Resolution.

The Aurora College Northern Leadership Development Program (NLDP) began its inaugural delivery in May of 2011 with 23 individuals from various industrial companies across the NWT. Participants completed the last modules in March 2012. Twenty-two students finished the program: 18 participants completed all eight courses and four have one or two courses to complete. The second delivery of NLDP began in February 2012 with 17 students, and will end in December 2012.

School of Education

The Aurora College School of Education includes the following programs: Bachelor of Education, Aboriginal Language and Cultural Instructor diploma (ALCIP), Teacher Education diploma, Certificate in Adult Education, and Early Childhood Development certificate. Depending upon community needs, some programs are offered as part-time and/or distance education models. As well, ALCIP is delivered in various communities across the territory. With the addition of the Teacher Education program at Aurora Campus and nine part-time ALCIP offerings, the number of student full-time equivalents enrolled in the School of Education increased by 60 percent from 2010-11.

Bachelor or Education (Thebacha Campus)

This unique degree program continues to support the growth and development of educators for the NWT who have a strong grounding in the traditions and culture of the territory. In February 2012, students facilitated an interactive workshop at the annual WestCast Education Conference in Calgary. They shared information on how to incorporate Dene Kede philosophies into diverse elementary school curricula. The students took furs, tools and archival materials to WestCast to provide an authentic lesson on the background and meaning of these materials. During the year, students experience fall and winter camps, attend workshops by Aboriginal authors, artists and presenters, and receive teachings from respected Elders. The Bachelor of Education degree is offered in partnership with the University of Saskatchewan and is recognized across the country.

Teacher Education (Aurora Campus)

Offered in the Beaufort Delta, 19 students enrolled in year one, 89 percent of whom were Northern Aboriginal students from across the Beaufort Delta region. Although attrition is an issue in any first year program, ten students are prepared to enter their second year. Some of the many experiences the students had were: the International Polar Year conference in Montreal, seminars in Ethical Guidelines for Research and Code of Ethics for teachers, involvement in elementary school Science Olympics, participating in culture camps and on-the-land excursions, becoming involved in interactive science labs and hearing a variety of guest speakers.

Aboriginal Language and Cultural Instructor

Beaufort Delta: The second and final year of this diploma program saw a great deal of support from the community and elders. Joint activities with the Beaufort Delta Education Council helped to make the learnings more authentic and meaningful. Eleven students received their diplomas in 2012.

K'atl'odehche First Nation: Year one of the program was offered full-time in 2011-12. Students had an opportunity to practice their language skills and increase fluency, which will provide future opportunities within their communities for language revitalization and in their future careers.

Community-based, Part-time: In collaboration with divisional education councils, district education authorities, community language working groups and aboriginal and community governments, Aurora College delivered nine courses towards the ALCIP certificate in 2011-12. A total of 63 students from various communities completed their courses. Throughout the territory, 15 people received their certificates in 2011-12.

Early Childhood Development

The program is offered on a part-time, distance education basis. Most courses are via teleconference, but work is being done to offer more face-to-face classes. The majority of students work full-time in daycare, pre-school or Aboriginal Head Start programs. All textbooks used are Canadian with Aboriginal content. Three workshops were delivered in Inuvik, Yellowknife and Hay River, which were well attended.

Adult Education

The Certificate in Adult Education is delivered part-time and provides skills and knowledge required to work with adult learners. Many participants in this program are current Aurora College employees.

School of Health & Human Services

The School of Health and Human Services includes the following programs: Bachelor of Science in Nursing, Social Work Diploma, Personal Support Worker Certificate and Community Health Representative Certificate.

Master of Nursing – Nurse Practitioner Stream

Four students graduated with a Masters Degree in Nursing (MN-NP) in the spring of 2012.

The first offering of Advanced Health Assessment attracted nine nurses, who all completed the evening and weekend course successfully. We anticipate sufficient enrolment to offer "Introduction to Advanced Practice" in the fall of 2012. This is an intensive six-week course for Registered Nurses who are working in isolated communities.

Bachelor of Science in Nursing

2011-12 was another successful year in this program, as 13 students received their degrees. Third and fourth-year students were involved in innovative projects with community partners that focus on health promotion and community empowerment, and leadership in nursing practice, research, administration and education. Some students worked with a local school board to develop policy and procedures for students who require enteral feeding during school hours. Others assessed health care needs of the homeless population and made recommendations to Yellowknife Health and Social Services Department about future program planning.

Second year students took part in on-the-land learning during Consolidated Practice Experience and attended presentations from representatives of the Truth and Reconciliation Commission. These experiences are invaluable, as a key goal of the BSN program is to ensure future nurses provide culturally relevant and competent care.

Students continue to practice in varied locations; more students are seeking practical experiences in communities such as Inuvik, Hay River, Fort Smith, Lutsel K'e, and Fort Simpson. There are also more partnerships with school boards, who welcome the nursing students to participate in health teaching and related projects.

The Nursing faculty finalized a new five-year strategic plan which focuses on strengthening the BSN program, creating new and strengthening existing partnerships to provide quality practice experiences, developing and maintaining an environment that fosters scholarship, and ensuring excellence in the BSN program.

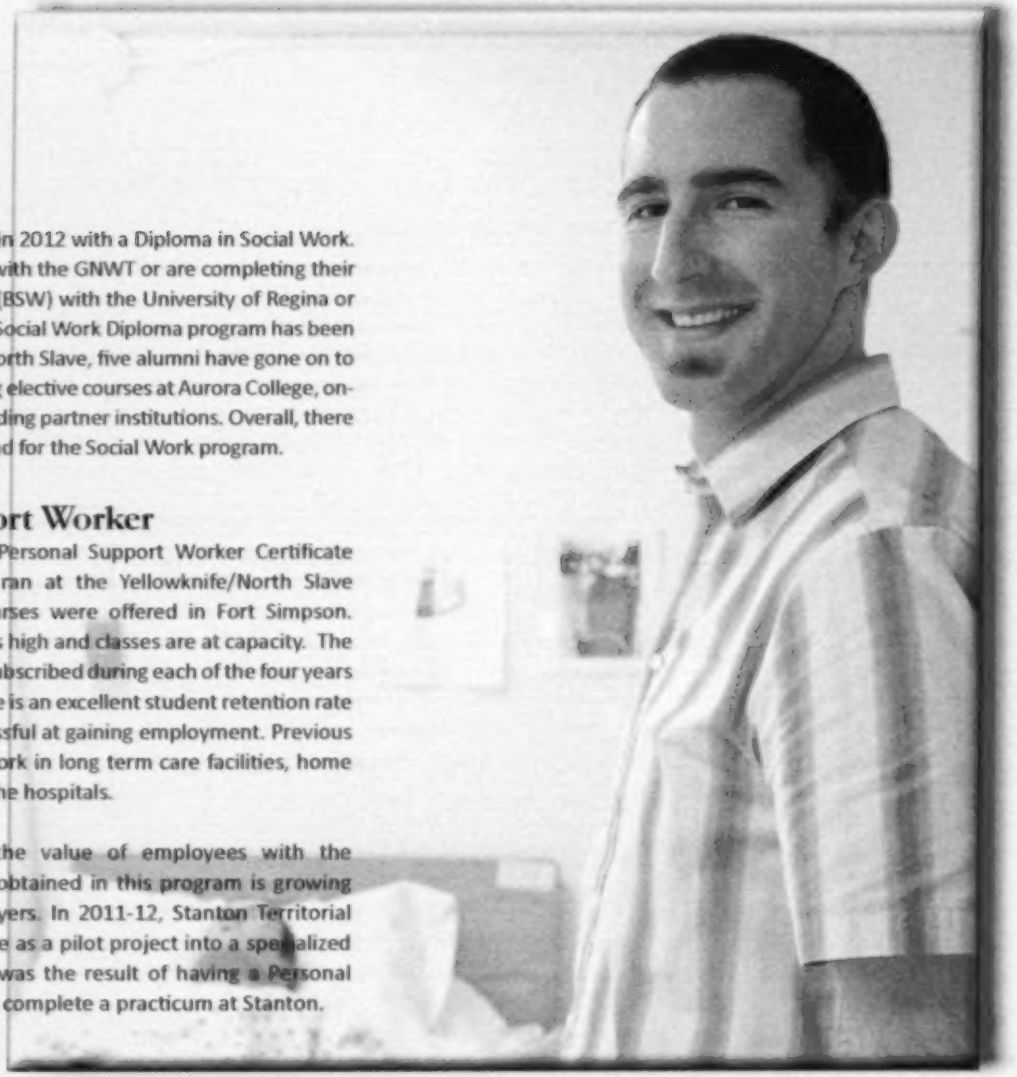
Social Work

Five students graduated in 2012 with a Diploma in Social Work. All are either employed with the GNWT or are completing their Bachelor of Social Work (BSW) with the University of Regina or Yukon College. Since the Social Work Diploma program has been running in Yellowknife/North Slave, five alumni have gone on to complete their BSW using elective courses at Aurora College, on-line courses and/or attending partner institutions. Overall, there has been a steady demand for the Social Work program.

Personal Support Worker

During 2011-12, a full Personal Support Worker Certificate program (ten courses) ran at the Yellowknife/North Slave Campus, while two courses were offered in Fort Simpson. Interest in the program is high and classes are at capacity. The program has been fully subscribed during each of the four years it has been offered. There is an excellent student retention rate and graduates are successful at gaining employment. Previous graduates have found work in long term care facilities, home care, group homes and the hospitals.

An understanding of the value of employees with the education and training obtained in this program is growing among potential employers. In 2011-12, Stanton Territorial Hospital hired a graduate as a pilot project into a specialized medical unit. The pilot was the result of having a Personal Support Worker student complete a practicum at Stanton.



School of Trades, Apprenticeship & Industrial Training

A variety of programs and courses are offered by the School of Trades, Apprenticeship and Industrial Training, many of which are delivered in conjunction with community and industry partners. Apprenticeship training at Aurora College includes Electrician, Heavy Equipment Technician, Plumber, Carpenter and Oil Heating System Technician. As and when required by partners, training such as Heavy Equipment Operator, Underground Miner, Camp Cook, Kitchen Helper, Building Trades Helper, Introductory Trades, Driller's Helper and others take place at campuses or in communities. The Observer Communicator Program is offered three times per year at Thebacha Campus.

Thebacha Campus

In 2011-12, a total of 106 apprentices chose to receive their technical training at Aurora College, an increase of 41 percent over 2010-11. These included four levels of Carpentry to 39 apprentices, three levels of Electrical to 40 apprentices, two levels of Heavy Equipment Technician to 13 apprentices, and Plumber 1 and Plumber 2 delivered to 14 apprentices.

Pre-Apprenticeship Carpentry was offered twice during the academic year; four students finished the 12-week program. As well, three students were successful in their 12-week Pre-Apprenticeship Heavy Equipment Technician program. The Camp Cook program was completed by five students. Three deliveries of Observer Communicator training resulted in 12 students completing the program. A further 18 students were successful in two Heavy Equipment Operator programs. Community-based training was also coordinated by Thebacha Campus. An abridged Heavy Equipment Operator program saw eight students in Fort Resolution and Fort Liard successfully compete the course.

As well, Thebacha Campus again hosted both segments of the popular Trades Awareness Program (Introductory and Intensive) for junior and senior high school students in the South Slave region. More than 60 students participated. The program is designed to introduce students to the trades, to Aurora College and to a taste of college life.

Aurora Campus

Community-based training and the Mobile Trades Training Lab (MTTL) proved popular for Aurora Campus in 2011-12. The following programs were offered: Class 3 Driver Training – Aklavik, Fort McPherson, Tsiigehtchic, Tuktoyaktuk; High School CTS Plumbing – Inuvik (MTTL); High School CTS Welding – Inuvik (MTTL); Pre-Apprenticeship Carpentry (two programs) – Inuvik (MTTL); Kitchen Helper – Deline; Introduction to Heavy Equipment Operator – Paulatuk; Trades Access II – Inuvik.

Community & Extensions Division

Community Programming

Beaufort Delta

The community of Tsiigehtchic is home to a new Community Learning Centre, which opened in September 2011. A range of Adult Literacy and Basic Education (ALBE) courses and work skills training such as cooking and food services ran during the year. In Tuktoyaktuk, Aklavik and Fort McPherson, ALBE courses, Advanced Bookkeeping, Industrial Safety training, Food Safe, Food Handler and other employment training courses were offered. Ulukhaktok's offerings included ALBE, Firearms Certificate and Class 7 Driver Training. As part of the Traditional Arts Certificate, Aklavik offered a beadwork course.

Sahtu

Colville Lake, Deline, Fort Good Hope, Norman Wells and Tulita offered a range of ALBE courses. A Seniors' Literacy Program ran in Colville Lake with support from ECE and Sahtú Dene First Nation. Elders created and published books in English and Slavey, which were used in local schools to reach the Slavey. Deline CLC delivered employment training courses in cooking, food services, and Firearms Certification. Fort Good Hope and Norman Wells offered computer courses such as MS Word Level 1, Simply Accounting, and Microsoft Office 2007. Tulita ran a Traditional Knowledge course training students in traditional sewing and beading. The Deline ALBE class worked with Deline Renewable Resources

Chief Jonah Sonfrere Community Learning Centre Grand Opening, K'atl'odeeche First Nation

Council to conduct research on Great Bear River and presented at the International Polar Year Conference in Montreal. They shared the unique research which studied climate change and weather forecasting using the combined insight and knowledge of Elders, scientist and students.

Dehcho

Students in eight communities participated in a wide variety of programs, classes and workshops. Fort Simpson saw students complete such offerings as Class 4&5 Driver Training, Contaminated Site Remediation, Food Safe Level 1, Personal Care levels 1&2, Pharmacology for Personal Care Support Workers, Basic Bookkeeping, Simply Accounting, Office Administration Mining Co-op and First Aid. Students in Fort Liard took part in Heavy Equipment Operator and Class 4&5 Driver Training, a Literacy Tutor project and a year-long Family Literacy Program. Classes and programs delivered in other Dehcho communities included Life Skills Literacy, Career Planning, First Aid, Communication Skills, Environmental Monitoring, Personal Finances and Money Managing.

Tlicho & Yellowknife

Academic upgrading and delivery of skills-based training determined by community requests were the focus in 2011-12 in Behchokò, Gamètì, Wekweètì and Whatì. A total of 51 students enrolled in academic upgrading. Courses and workshops delivered included computer skills, employment search skills, Ready to Work North, Class 5&7 Driver Training, traditional sewing, family literacy, financial management, and First Aid. As well, in cooperation with the Tlicho government, each community facilitated Tlicho language classes.

Community & Extensions Division Continued.

Akaitcho & South Slave

Dettah/Ndilo CLC delivered a five week Environmental Monitor Training program and was active providing learning that integrates literacy with skills-based training. The new CLC in Lutsel K'e provided upgrading, literacy and a Contaminated Sites Remediation program. A community needs assessment in Fort Resolution resulted in Heavy Equipment Operator training and plans for Office Administration and Financial Planning courses in the future. The CLC in K'atl'odeeche First Nation focused on literacy, healing, environmental issues and local food preparation instruction. The literacy program shared space with the Aboriginal Language and Cultural Instructor program in the community's new learning centre. Hay River had a successful year for students advanced levels in their academic upgrading, outreach to the community was increased and arts were incorporated into programming. The CLC also participated in a regional training needs assessment.

Continuing Education

Each campus faces Continuing Education courses on community need and interest. Aurora Campus had more than 500 people registered in general interest and employment non-credit courses in 2010-11, such as Bookkeeping, Firearms Safety, Gourmet Cooking, Wildlife Walking and Creative Thinking at Work, and others. In conjunction with the School of Business and Leadership, the continuing education department coordinated delivery of the evening classes towards the Business Administration certificate and diploma programs. Twelve courses were offered in 2010-11 and drew 120 course registrations. Yellowknife/North Slave Campus partnered with several organizations to provide a variety of courses. The Nursing Foot Care Management Course (16 students) was run in cooperation with the Department of Health. YWCA Toronto teamed up with Aurora College to deliver

a Life Skills Coach Certificate Workshop (18 participants). Nine students completed the Diploma in Supply Management (Purchasing Management Association of Canada), which consists of six seminars and four technical courses. In addition, the Continuing Education department delivered such programs and courses as Leadership Certificate, Project Management Certificate and Verbal Judo.

School of Developmental Studies

Aurora College delivers academic upgrading, access and community programs at three campuses and 23 community learning centres throughout the NWT. Local educators and itinerant instructors provide adult upgrading and other skills-based programs. A full range of Access Programs to prepare students to enter diploma and degree programs are delivered, including Teacher Education, Nursing, Social Work, Business Administration, Trades and Environment and Natural Resources Technology. Adult Basic Literacy and Education courses are available on all three campuses and every Community Learning Centre. Literacy Outreach is delivered to fellowships, Fort Smith and Inuvik. The fellowships Literacy Outreach offer programming at several alternative sites, including Healthy Family Centre, Mount Ivan Manor, Bailey House and the Salvation Army.

Several levels of math, English and information and communications technology are offered; some locations also have English as a second language and high school sciences, social studies, math and English courses among the classes available. The Inuvik Community Learning Centre saw a high number of students successfully complete their Grade 10 departmental exams in English, biology and math.

Student Support Services

Aurora College prides itself on the types and quality of supports provided to students. Some of the many services provided by the Student Services Department are outlined below:

Admissions and Registration

The admissions/registration office at each campus is responsible for administering student admissions, registrations and course changes and maintaining student records. This office also issues marks, transcripts, certificates, diplomas, and all other documents of recognition.

Accommodation

Aurora College has single and family housing at all three campuses. The number and types of units are outlined in the table below.

Campus Location	Type of Units	Total Number of Units
Aurora Campus	Single	30 Units
	Family	34 Units
Thebacha Campus	Single	52 Units
	Family	86 Units
Yellowknife/ North Slave Campus	Single	16 Units
	Family	46 Units

Student Success Centres

As part of an overall student success initiative, each of the Aurora College campuses has a Student Success Centre. These centres are equipped to assist students in achieving personal and academic success at the College. The Student Success Centres provide academic assistance to students in the form of tutoring, workshops and career counselling.

Counselling

Aurora College has trained counsellors at all three campuses to assist students with personal and other matters. In addition to one-on-one services, the counsellor offers workshops and presentations, assistance in finding on-line and community resources, and self-help materials.

Computer Labs

Aurora College students have access to modern, well-equipped computer labs at all three campuses. Most of the 23 Community Learning Centres also have computer labs and/or workstations. In addition, Aurora College students can establish a "myauroracollege" email account. This email service enables students and instructors to connect, and also provides an email address to students for their personal use.

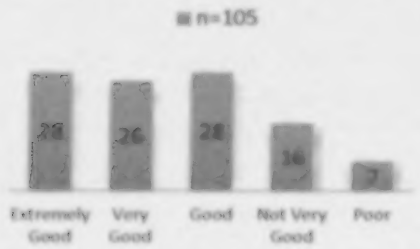
Library Services

Aurora College maintains libraries at each of the three campuses and at the Aurora Research Institute. Libraries support students and staff with a full range of library services. Library collections across the three campuses include more than 25,000 books, periodicals, subscriptions, videos, Canadian and government documents, pamphlets, and CD-ROM and web-based resources. Internet access and interlibrary loan services are available at all campus locations.

Students Supports – How do our students rate us?

In an attempt to measure student satisfaction on support services, each year Aurora College conducts surveys of students enrolled in credit programs. The graphs below depict the results from the 2011-2012 Annual Review Surveys in the following areas:

Student Success Centres

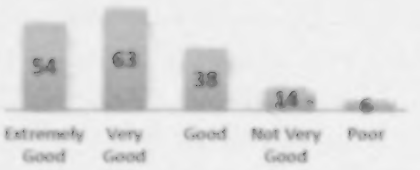


Personal Counselling

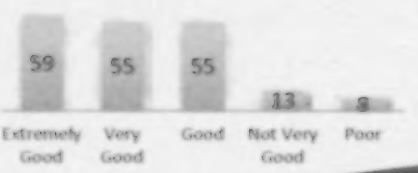
Computer Labs

Academic Counselling

Library Services



Admissions/Registration



Aurora Research Institute

Aurora Research Institute (ARI) is the research division of Aurora College and is responsible for licensing, conducting and coordinating research in accordance with the NWT Scientists Act. ARI also promotes communication between researchers and the people of the land in which they work.

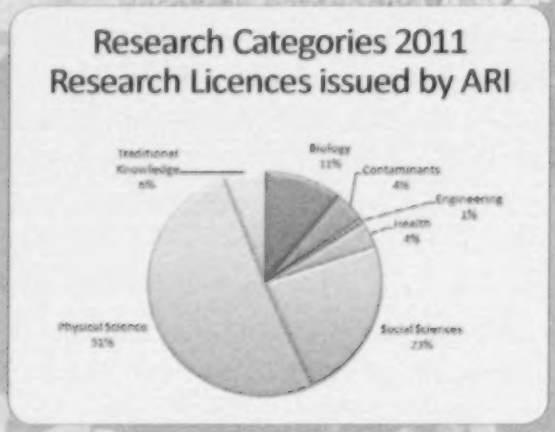
Western Arctic Research Centre

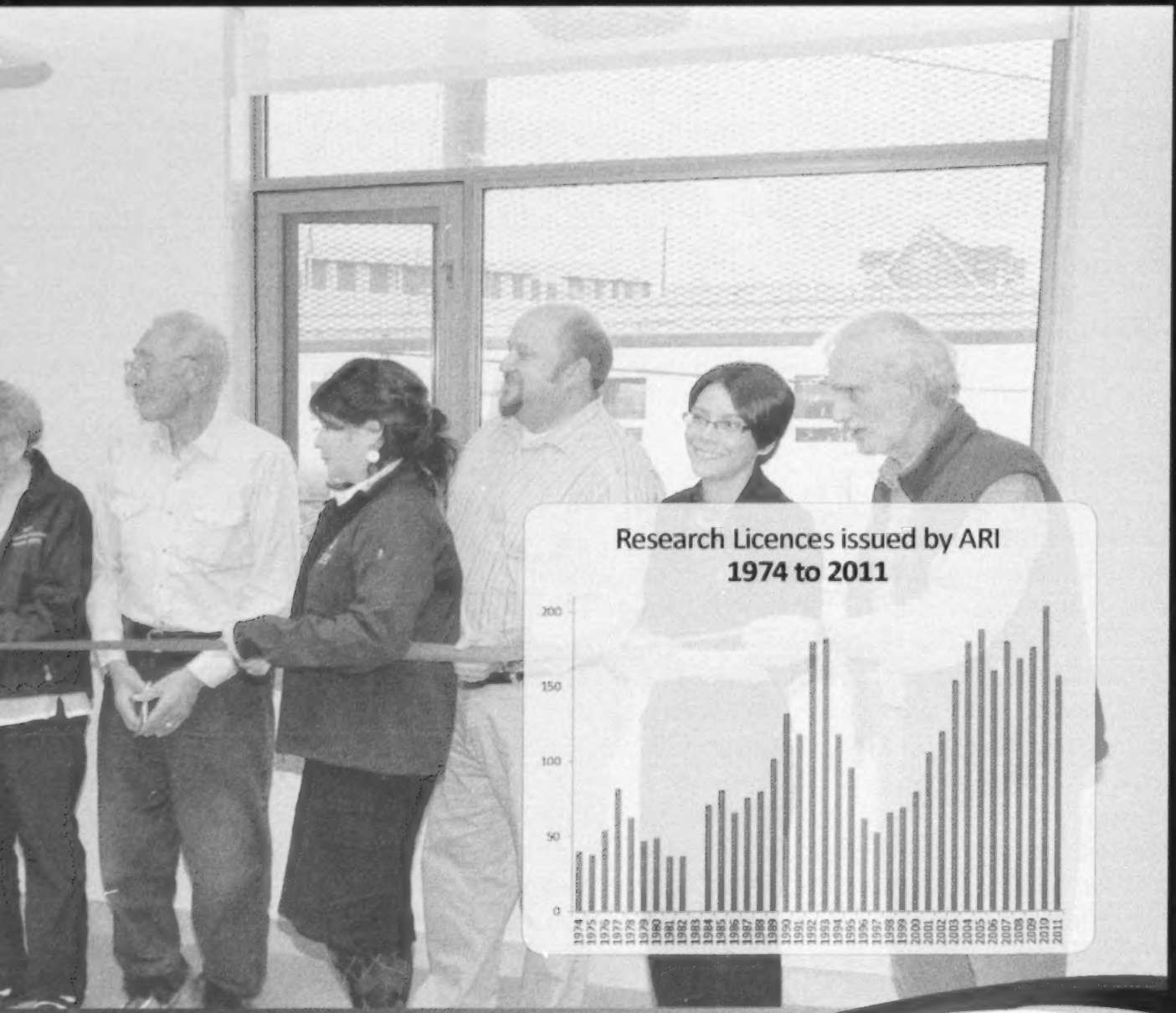
The Western Arctic Research Centre (WARC) Grand Opening Ceremony took place September 20, 2011. More than 100 members of the Inuvik community and Aurora College attended a celebration and ribbon cutting for the new facility, including NWT Premier Floyd Roland and representatives of local, federal and aboriginal organizations. The first Manager of the old Inuvik Research Centre, Dick Hill, was also on hand to share memories of the construction and opening of the original research centre building in 1964.

Since the Western Arctic Research Centre opened in 2011, we've provided more than 1,400 user days of accommodations to visiting researchers, as well as in excess of 100 days of lab use and 70 days of support for community meetings and speaker presentations in our conference room. We've also facilitated science outreach activities for day camps and school groups in our labs, and provided classroom space and field equipment in support of Aurora Campus academic programs.

Research Activity in the NWT

In 2011, a total of 157 scientific research licences were issued across the Northwest Territories. This is a significant decline and the lowest level of research activity since 2003. The regions with the highest levels of research activity continue to be the North Slave and Inuvialuit Settlement Region. Research topics encompass a broad range of sciences with most focused in the physical and social sciences.




Research Licences issued by ARI
1974 to 2011
200
150
100
50
0
1974
1975
1976
1977
1978
1979
1980
1981
1982
1983
1984
1985
1986
1987
1988
1989
1990
1991
1992
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011

Enrolments

Enrolments for the 2011-12 Academic Year are shown on the next page. 2010-11 enrolments are also provided for comparative purposes.

All enrolments are converted to Full Time Equivalents (FTEs) to allow for combining full and part time students into one overall count. One full time student is equal to one FTE and full time status is defined as taking at least six (6) courses in a program over an academic year. Part time students are converted to FTEs using a ratio of ten (10) courses to one FTE. Apprenticeship programs are an exception, and for these programs four (4) courses equal one FTE.

2011-12 Enrollment totals are very close to 2010-11 numbers, with some shifts between schools and programs.

The School of Education saw a 60 percent increase in students due primarily to the addition of ALCIP and Teacher Education Programs outside of Thebacha Campus. The School of Business and Leadership saw an 18 percent increase in FTEs.

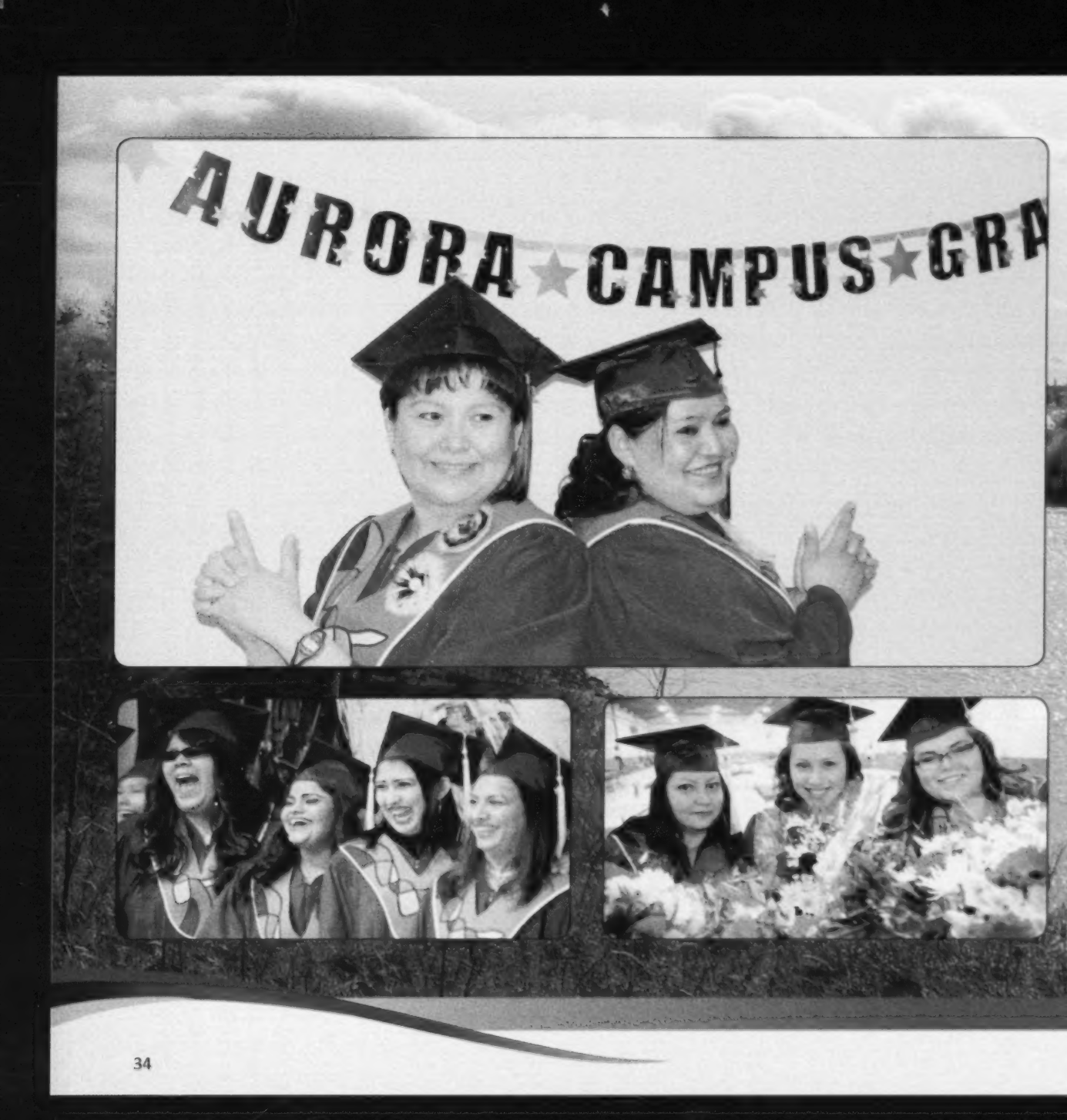
Student Enrolment by Campus

Campus	2012 Full Time Equivalents	2011 Full Time Equivalents
Aurora	333.9	390.2
Thebacha	503.7	469.8
Yellowknife/ North Slave	357.4	344.3
Total College	**1195.0**	**1204.3**

Full Time Equivalent Students by Location by Program Division

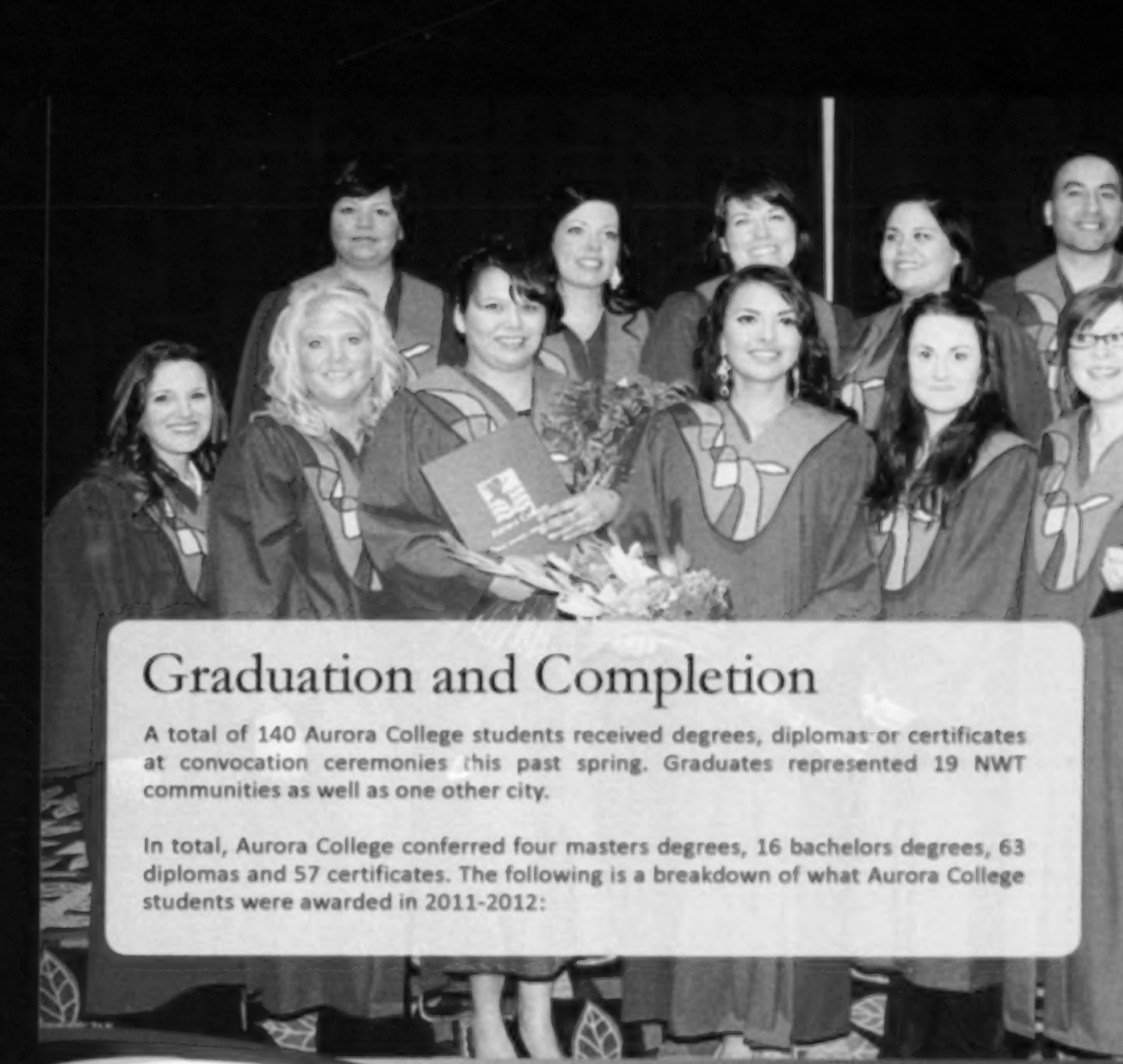
Division	Aurora	Thebacha	Yellowknife/ North Slave	2012 Totals	2011 Totals
Developmental Studies	155.7	128.2	68.8	352.7	347.2
Trades, Apprenticeship & Industrial Training	36.3	244.5	4.8	285.6	280.1
School of Education	36.7	46.3	11.8	94.8	59.4
School of Health and Human Services	0.9	2.1	146.8	149.8	148
School of Business & Leadership	33.0	43.1	51.0	127.1	107.8
Arts and Science Programs	10.0	17.7	2.3	30.0	31.2
Career Development	48.7	21.0	71.9	141.6	212.1
Personal Development	12.6	0.8	0.0	13.4	18.7
Total	**333.9**	**503.7**	**357.4**	**1195.0**	**1204.5**

(Source: Registrar - Student Records System)


AURORA ★ CAMPUS ★ GRA

Aurora College Convocation 2012

Aurora Campus (Inuvik) • Thebacha Campus (Fort Smith) • Yellowknife/North Slave Campus



Graduation and Completion

A total of 140 Aurora College students received degrees, diplomas or certificates at convocation ceremonies this past spring. Graduates represented 19 NWT communities as well as one other city.

In total, Aurora College conferred four masters degrees, 16 bachelors degrees, 63 diplomas and 57 certificates. The following is a breakdown of what Aurora College students were awarded in 2011-2012:

Statistics

School of Business & Leadership:

Business Administration Diploma – 25
Business Administration Certificate – 16
Office Administration Diploma – 8
Office Administration Certificate – 11

School of Education

Bachelor of Education – 3
ALCIP Diploma – 11
ALCIP Certificate – 15
Adult Education Certificate – 4
Early Childhood Development Certificate – 1

School of Health & Human Services

Masters of Nursing, Nurse Practitioner – 4
Bachelor of Science in Nursing – 13
Social Work Diploma – 7
Personal Support Worker Certificate – 9
Community Health Representative Certificate – 1

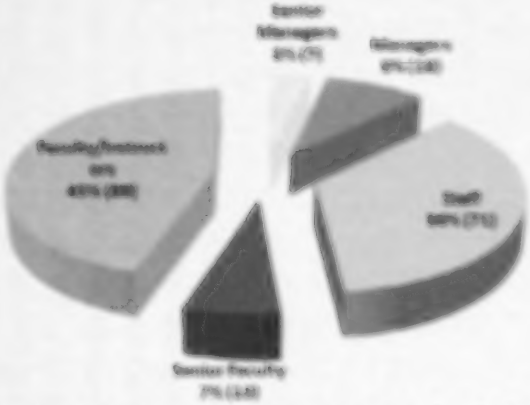
Arts & Sciences Programs

Environment & Natural Resources
Technology Diploma – 12

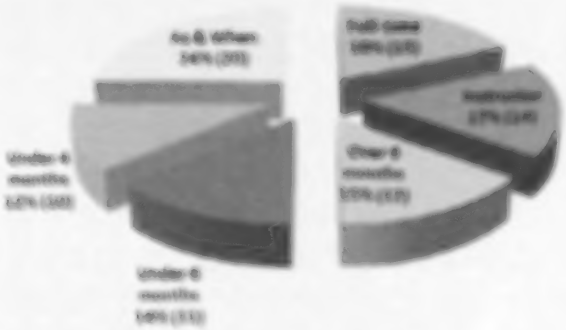
Supplementary Information

Employees

The following chart provides a breakdown of Aurora College employees.



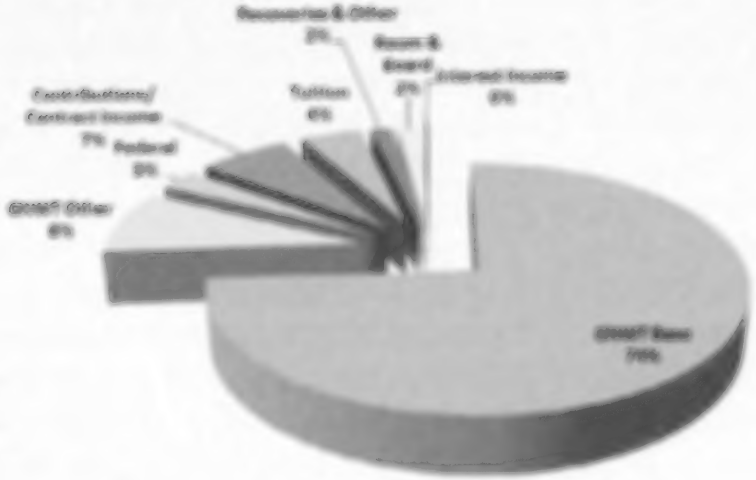
2011-12 Permanent Employees by Role
at May 31, 2012
(Source: Corporate Human Services)



2011-12 Casual Employees
at May 31, 2012
(Source: Corporate Human Services)

Revenue

The following chart provides a breakdown of Aurora College revenue by source.



2011-12 Revenue by Source

AURORA COLLEGE

Audited Financial Statements

June 30, 2012

Management Statement 41
Auditor's Report 42
Statement of Financial Position 44
Statement of Operations 45
Statement of Change in Net Financial Assets 46
Statement of Cash Flows 47

AURORA COLLEGE

MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL STATEMENTS

The financial statements of the Aurora College (the "College") and all information in the annual report are the responsibility of the College's management and have been reviewed and approved by the Board of Governors. The financial statements have been prepared in accordance with Canadian generally accepted accounting principles for the public sector and include some amounts that are necessarily based on management's best estimates and judgment. Financial information presented elsewhere in the annual report is consistent with that contained in the financial statements.

In discharging its responsibility for financial reporting, management maintains and relies on financial and management control systems and practices which are designed to provide reasonable assurance that transactions are authorized and recorded, assets are safeguarded, and proper records are maintained. These controls and practices ensure the orderly conduct of business, the timely preparation of reliable financial information and adherence to the College's policies and statutory requirements.

The Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises this responsibility through the Finance Committee of the Board, which is composed of a majority of Members who are not employees of the College. The Finance Committee meets regularly with management and the external auditor has full and free access to the Finance Committee.

The College's external auditor, the Auditor General of Canada, audits the financial statements and issues his report thereon to the Minister of Education, Culture and Employment.

Jane Arychuk
President

Fort Smith, Canada
November 26, 2010

Sandra Griffin
Director of Finance/Chief Financial Officer

Auditor General of Canada
Vérificateur général du Canada

INDEPENDENT AUDITOR'S REPORT

To the Minister of Education, Culture and Employment

Report on the Financial Statements

I have audited the accompanying financial statements of Aurora College, which comprise the statements of financial position as at 30 June 2012, 30 June 2011 and 1 July 2010, and the statements of operations, statements of change in net financial assets and statements of cash flows for the years ended 30 June 2012 and 30 June 2011, and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these financial statements based on my audits. I conducted my audits in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

I believe that the audit evidence I have obtained in my audits is sufficient and appropriate to provide a basis for my audit opinion.

Opinion

In my opinion, the financial statements present fairly, in all material respects, the financial position of Aurora College as at 30 June 2012, 30 June 2011 and 1 July 2010, and the results of its operations, changes in its net financial assets, and its cash flows for the years ended 30 June 2012 and 30 June 2011 in accordance with Canadian public sector accounting standards.

Report on Other Legal and Regulatory Requirements

As required by the *Financial Administration Act* of the Northwest Territories, I report that, in my opinion, the accounting principles in Canadian public sector accounting standards have been applied, after giving retroactive effect to the adoption of the new standards as explained in Note 3 to the financial statements, on a basis consistent with that of the preceding year.

Further, in my opinion, proper books of account have been kept by Aurora College and the financial statements are in agreement therewith. In addition, the transactions of Aurora College that have come to my notice during my audits of the financial statements have, in all significant respects, been in accordance with Part IX of the *Financial Administration Act* of the Northwest Territories and regulations, the *Aurora College Act* and regulations and the by-laws of Aurora College.

Terrance DeJong, CA
Assistant Auditor General
for the Auditor General of Canada

28 November 2012
Edmonton, Canada

AURORA COLLEGE
STATEMENT OF FINANCIAL POSITION
as at June 30, 2012
(in thousands of dollars)

	June 30, 2012	June 30, 2011	July 1, 2010 Opening balance
Financial assets			
Cash and cash equivalents (Note 5)	$ 7,231	$ 6,997	$ 5,873
Accounts receivable (Note 6)	2,337	4,028	2,091
	9,568	11,025	7,964
Liabilities			
Accounts payable and accrued liabilities	1,592	840	1,130
Employee leave payable	1,794	1,707	1,643
Deferred project income	383	2,766	568
Due to the Government of the Northwest Territories	1,097	1,134	843
Employee future benefits (Note 7)	1,859	1,711	1,811
Professional development fund (Note 8)	1,797	1,593	1,299
	8,522	9,751	7,294
Net financial assets	**1,046**	1,274	670
Non-financial assets			
Prepaid expenses	275	322	400
Tangible capital assets (Note 9)	6,657	6,871	7,307
	6,932	7,193	7,707
Accumulated surplus (Note 10)	**$ 7,978**	$ 8,467	$ 8,377

Contingent liabilities and commitments (Notes 13 and 14)

The accompanying notes and supplementary schedules are an integral part of the financial statements.

Approved by the Board:

Sydney O'Sullivan
Chairperson of the Board

Ethel Blondin-Andrew
Chairperson of the Finance Committee

AURORA COLLEGE
STATEMENT OF OPERATIONS
for the year ended June 30, 2012
(in thousands of dollars)

	2012		2011	
	Budget (Note 15)	Actual	Budget (Note 15)	Actual
Revenues				
Government contributions (Note 11)	$ 28,835	$ 35,929	$ 27,708	$ 33,314
Project income				
Territorial government	-	4,099	-	3,867
Other third parties	15	3,204	-	3,809
Federal government	-	1,359	285	1,032
Tuition fees	886	2,149	745	1,895
Recoveries and other	349	706	80	875
Room and board	768	853	767	851
Interest income	30	103	112	95
	30,883	48,402	29,697	45,738
Expenses				
Financial and accounting services	1,551	1,694	1,452	1,352
Pooled services	2,390	6,361	2,029	11,770
Student services	8,140	8,294	7,965	7,569
Education and training	11,076	21,929	10,390	15,058
Community and extensions	6,263	8,552	6,487	7,993
Aurora Research Institute	1,463	2,061	1,374	1,906
	30,883	48,891	29,697	45,648
Annual (deficit) surplus	-	(489)	-	90
Accumulated surplus at beginning of year	8,467	8,467	8,377	8,377
Accumulated surplus at end of year	$ 8,467	$ 7,978	$ 8,377	$ 8,467

The accompanying notes and supplementary schedules are an integral part of the financial statements.

AURORA COLLEGE
STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
for the year ended June 30, 2012
(in thousands of dollars)

	2012		2011	
	Budget (Note 15)	Actual	Budget (Note 15)	Actual
Annual (deficit) surplus	$ -	$ (489)	$ -	$ 90
Effect of change in tangible capital assets				
Acquisition of tangible capital assets	-	(717)	-	(937)
Disposal of tangible capital assets	-	-	-	456
Amortization of tangible capital assets	451	931	-	917
	451	214	-	436
Effect of change in other non-financial assets				
Decrease in prepaid expenses	-	47	-	78
Increase (decrease) in net financial assets	451	(228)	-	604
Net financial assets at beginning of year	1,274	1,274	670	670
Net financial assets at end of year	**$ 1,725**	**$ 1,046**	**$ 670**	**$ 1,274**

The accompanying notes and supplementary schedules are an integral part of the financial statements.

AURORA COLLEGE
STATEMENT OF CASH FLOWS
for the year ended June 30, 2012
(in thousands of dollars)

	2012	2011
Operating transactions		
Cash receipts from students and projects	$ 10,011	$ 14,930
Cash receipts from government contributions	31,635	26,352
Cash paid for compensation and benefits	(27,189)	(26,760)
Cash paid to suppliers	(13,609)	(12,992)
Interest received	103	95
Cash provided by operating transactions	951	1,625
Capital transactions		
Acquisition of tangible capital assets	(717)	(937)
Proceeds from disposal of tangible capital assets	-	436
Cash used in capital transactions	**(717)**	(501)
Increase in cash and cash equivalents	**234**	**1,124**
Cash and cash equivalents at beginning of year	6,997	5,873
Cash and cash equivalents at end of year	**$ 7,231**	**$ 6,997**

The accompanying notes and supplementary schedules are an integral part of the financial statements.

1. AUTHORITY AND MANDATE

Aurora College (the "College") was established under the *Aurora College Act* and is named as a territorial corporation under the *Financial Administration Act* of the Northwest Territories. The College is exempt from income taxes.

The College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). The programs are directed specifically to the northern environment and the needs of individual northerners, the workforce and northern communities. To accomplish this, courses and services are delivered at campuses and communities throughout the NWT. Through the work of the Aurora Research Institute, the College is responsible for the facilitation and preparation of research activity in the NWT.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared by management in accordance with Canadian public sector accounting standards ("PSAS") as established by the Public Sector Accounting Board of the Canadian Institute of Chartered Accountants.

a) Change in basis of accounting

Commencing with the June 30, 2012 fiscal year, Aurora College has adopted Canadian public sector accounting standards. Previously the College reported its June 30, 2011 results using Part V of the Canadian Institute of Chartered Accountants' ("CICA") Handbook. These financial statements are the first financial statements for which Aurora College has applied Canadian public sector accounting standards.

The financial statements for the year ended June 30, 2012 along with comparative amounts for June 30, 2011, and opening statement of financial position for July 1, 2010 were prepared in accordance with accounting principles and provisions set out in FIRST-TIME ADOPTION, Section PS 2125, for first-time adopters of this basis of accounting. The change has been applied retroactively with the restatement of prior periods. Explanation of how the transition to PSAS has affected the FS has been disclosed in Note 3.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

b) Measurement uncertainty

The preparation of financial statements in accordance with PSAS requires the College to make estimates and assumptions that affect the amounts of assets, liabilities, revenues and expenses reported in the financial statements. By their nature, these estimates are subject to measurement uncertainty. The effect on the financial statements of changes to such estimates and assumptions in future periods could be significant, although, at the time of preparation of these statements, the College believes the estimates and assumptions to be reasonable. Some of the more significant management estimates relate to the allowance for doubtful accounts, employee future benefits, amortization, and revenues accruals.

c) Tangible capital assets

Tangible capital assets transferred to the College when it was established were recorded at their estimated fair market value. Subsequent acquisitions are recorded at cost. Tangible capital assets are amortized over their estimated remaining useful lives on a straight-line basis at the following annual rates:

Mobile equipment	3 to 20 years
Building additions and renovations	20 years
Furniture and equipment	2 to 10 years
Leasehold improvements	over the remaining term of the lease

d) Employee future benefits

i) Pension benefits

All eligible employees participate in the Public Service Pension Plan administered by the Government of Canada. The College's contributions reflect the full cost as employer. This amount is currently based on a multiple of an employee's required contributions and may change over time depending on the experience of the Plan. The College's contributions are expensed during the year in which the services are rendered and represent the total pension obligation of the College. The College is not currently required to make contributions with respect to any actuarial deficiencies of the Public Service Pension Plan.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

d) Employee future benefits (continued)

ii) Employee severance and removal benefits

Employees are entitled to severance benefits and reimbursement of removal costs, as provided under labour contracts and conditions of employment, based upon years of service. The benefits are paid upon resignation, retirement or death of an employee.

The cost of these benefits is accrued as employees render the services necessary to earn them. Termination benefits are also recorded when employees are identified for lay-off. The cost of the benefits has been determined based on management's best estimates using the expected compensation level and employee leave credits.

e) Government contributions

Under a contribution agreement with the Government of the Northwest Territories (the "Government") dated January 25, 1995 the College receives contributions for its operations and capital requirements for the administration and delivery of its adult and post-secondary education programs. Under the terms of this agreement, the College is allowed to retain all surpluses and is responsible for all deficits.

Contributions from the Government are the amounts set out in the Government's Main Estimates, as adjusted by supplementary appropriations, and represent the majority of the funding for the College to cover its expenses. Contributions received for operating expenses are recognized as revenue in the College academic year which they relate to (i.e. when the related services are provided).

f) Government contributions – services received without charge

The Government provides certain services without charge to the College. The estimated value of these services are recognized as expenses with an offsetting credit to revenues in order to reflect the full cost of the College's operations in its financial statements.

g) General revenues

Tuition fees, room and board, interest income, and other income are recognized on an accrual basis as they are earned.

2. SIGNIFICANT ACCOUNTING POLICIES (continued)

h) Project income and deferred project income

The College provides education and research services to outside third parties through contractual arrangements. Payments received under these contracts for which the development and delivery of projects is not completed are recorded as deferred project income until completion.

i) Contract services

Contract services acquired by the College include printing services, software development, food service contracts, instruction contracts, leases and rental agreements. These amounts are recognized as expenses in the year the services are rendered.

j) Contingent liabilities

A contingent liability is a potential liability which may become an actual liability when one or more future events occur or fail to occur. To the extent that the future event is likely to occur or fail to occur, and a reasonable estimate of the loss can be made, an estimated liability is accrued and an expense recorded. If the likelihood is not determinable or an amount cannot be reasonably estimated, the contingency is disclosed in the notes to the financial statements.

k) Prepaid expenses

Prepaid expenses are charged to expense over the periods expected to benefit from it.

l) Funds and reserves

Certain amounts, as approved by the Board of Governors, are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved.

3. CONVERSION TO PUBLIC SECTOR ACCOUNTING STANDARDS ("PSAS")

In accordance with PSAS financial statement presentation, retained earnings are reported as accumulated surplus. To clarify the change in presentation, the College's retained earnings, segregated between appropriated and unappropriated, were reclassified between accumulated surplus operating and reserves.

Appropriated surplus represented reserves set aside by the College for specific purposes and as such are reclassified as reserves. Unappropriated surplus represented accumulated surplus operating.

Under CICA Accounting Handbook Part V, government contributions approved for purchasing capital assets for the Corporation or its organizations were recorded as deferred capital contributions and were recognized as revenue on the same bases as the amortization of the related capital assets.

As a result of early adopting PS 3410 on government transfers, previously deferred capital contributions have retroactively been accounted for as revenue when received.

The impact of the conversion to Canadian public sector accounting standards on the accumulated surplus at the date of transition July 1, 2010 and the comparative annual surplus is as follows:

(in $ thousands)	Previously Stated	Reclassification	Restated
Opening balance, July 1, 2010			
Deferred capital contributions	$ 5,338	($ 5,338)	$ -
Unappropriated surplus	$ 1,885	($ 1,885)	$ -
Operating surplus	$ -	$ 7,223	$ 7,223
Appropriated surplus	$ 1,154	($ 1,154)	$ -
Reserves	$ -	$ 1,154	$ 1,154
	$ 8,377	$ -	$ 8,377
Total retained earnings	$ 3,039	($ 3,039)	$ -
Transfer of deferred capital contributions	$ 5,338	($ 5,338)	$ -
Total accumulated surplus	$ -	$ 8,377	$ 8,377
	$ 8,377	$ -	$ 8,377

3. CONVERSION TO PUBLIC SECTOR ACCOUNTING STANDARDS ("PSAS") (continued)

(in $ thousands)	Previously Stated	Reclassification	Restated
Closing balance, June 30, 2011			
Deferred capital contributions	$ 5,164	($ 5,164)	$ -
Unappropriated surplus	$ 2,119	($ 2,119)	$ -
Operating deficit	$ -	$ 7,283	$ 7,283
Appropriated surplus	$ 1,184	($ 1,184)	$ -
Reserves	$ -	$ 1,184	$ 1,184
	$ 8,467	$ -	$ 8,467
Total retained earnings	$ 3,303	($ 3,303)	$ -
Transfer of deferred capital contributions			
Total accumulated surplus	$ 5,164	($ 5,164)	$ -
	$ -	$ 8,467	$ 8,467
	$ 8,467	-	$ 8,467

Reconciliation of net income previously reported to annual surplus for the year ended June 30, 2011:

Net income as previously reported	$ 264
Less: Deferred capital contribution recognized	(722)
Plus: Capital contribution received	949
Annual surplus as reported under PSAS	$ 491

These accounting changes have been applied retroactively with the restatement of prior periods. The following changes have been implemented to comply with PSAS presentation and have not had any effect on the accumulated surplus:

a. Prepaid expenses were reclassified to non-financial assets.
b. Property and equipment was reclassified as tangible capital assets in non-financial assets.

In accordance with the transitional provisions for first-time adoption in PSAS, the College elected to use the exemption related to tangible capital asset impairment. As a first-time adopter, the College does not need to comply with the requirements for write-downs of tangible capital assets that were incurred prior to the date of transition to PSAS. As a result of using this exemption, the College will apply the write-down of a tangible capital asset on a prospective basis from the date of transition.

4. FUTURE ACCOUNTING CHANGES

Financial Instruments, Section PS 3450 and related amendments to Financial Statement Presentation, Section PS 1201 (previously PS 1200)

PSAB approved new Section PS 3450, Financial Instruments, and related to Section PS 1201, Financial Statement Presentation. This Section applies for fiscal years beginning on or after April 1, 2012 for government organizations and April 1, 2015 for governments. Earlier adoption was permitted. Governments and government organizations adopt Section PS 3450 in the same fiscal year Section PS 2601, Foreign Currency Translation, is adopted.

The College expects to adopt these standards for the year ending June 30, 2013 and is in the process of evaluating the impact of the transition on the financial statements.

Foreign Currency Translation, Section PS 2601

PSAB approved Section PS 2601, replacing existing Section PS 2600, Foreign Currency Translation. This Section applies for fiscal years beginning on or after April 1, 2012 for government organizations and April 1, 2015 for governments. Earlier adoption was permitted. Governments and government organizations adopt Section PS 2601 in the same fiscal year Section PS 3450, *Financial Instruments*, is adopted.

The College expects to adopt these standards for the year ending June 30, 2013 and is in the process of evaluating the impact of the transition on the financial statements.

Portfolio Investments, Section PS 3041

PSAB approved Section PS 3041, Portfolio investments in April 2012 The new standard removes the requirement to apply the cost method, as the recognition and measurement requirements within Section PS 3450, Financial Instruments, apply. This section applies in the period Sections PS 1201, Financial Statement Presentation and PS 3450, Financial Instruments, are adopted.

The new standard is effective for fiscal years beginning on or after April 1, 2012.

The College expects to adopt these standards for the year ending June 30, 2013 and is in the process of evaluating the impact of the transition on the financial statements.

8. FUTURE ACCOUNTING CHANGES (CONTINUED)

Liability for Contaminated Sites, Section PS 3260
PSAB released Section PS 3260 – Liability for Contaminated Sites. This new Section establishes recognition, measurement and disclosure standards for liabilities relating to contaminated sites of governments and those organizations applying the CICA Public Sector Accounting Handbook.

This Section is effective for fiscal periods beginning on or after April 1, 2014.

The College expects to adopt these standards for the year ending June 30, 2015 and is in the process of evaluating the impact of the transition on the financial statements.

9. CASH AND CASH EQUIVALENTS

The College's cash balances are pooled with the Government of the Northwest Territories' surplus cash and are invested in a diversified portfolio of high-grade short term income producing assets. The cash can be withdrawn from the bank accounts at any time and is not restricted by maturity dates on investments made by the Government of the Northwest Territories. The Department of Finance approves the eligible classes of securities, categories of issuers, limits and terms. All instruments, depending on their investment class, are rated R-2 High or better by the Dominion Bond Rating Service Ltd. The College's average annual investment yield for the year ended June 30, 2012 was 1.163% (2011 – 1.035%).

10. ACCOUNTS RECEIVABLE

	June 30, 2012			June 30, 2011	July 1, 2010
	(In thousands)				
	Accounts Receivable	Allowance	Net	Net	Net
Project income					
Government	$ 1,128	$ 92	$ 1,036	$ 2,974	$ 378
Other	1,505	111	1,218	1,291	1,634
Students	280	188	92	69	19
Advances	–	–	–	2	2
	$ 2,713	$ 386	$ 2,327	$ 4,336	$ 2,033

7. EMPLOYEE FUTURE BENEFITS

a) Pension benefits

The College and all eligible employees contribute to the Public Service Pension Plan. This pension plan provides benefits based on years of service and average earnings at retirement. The benefits are fully indexed to the increase in the Consumer Price Index.

The College's and employees' contributions to the Public Service Pension Plan for the year were as follows:

	2012	2011
	(in thousands)	
College's contributions	$ 2,447	$ 2,576
Employees' contributions	1,340	1,250
	$ 3,787	$ 3,826

On January 1, 2012 the yearly maximum pensions earnings for Canada Pension Plan (CPP) purposes increased to $50,100 from $48,300 in 2011. Employees' contributions are calculated at a rate of 6.2% (2011 – 5.8%) for amounts up to the yearly maximum CPP earnings stated above and at a rate of 8.6% (2011 – 8.4%) for amounts above the yearly maximum CPP earnings. The College's contributions are calculated at an amount of 1.86 (2011 – 1.86) times the amount of employees' contributions.

b) Employee severance and removal benefits

The College provides severance benefits to its employees based on years of service and final salary. The College also provides removal assistance to eligible employees, as provided under labour contracts. This benefit plan is not pre-funded and thus has no assets, resulting in a plan deficit equal to the accrued benefit obligation. Future benefits will be paid out of future appropriations.

Information about the plan, measured as at the Statement of Financial Position date, is as follows:

	June 30, 2012	June 30, 2011	July 1, 2010
		(in thousands)	
Accrued benefit obligation, beginning of year	$ 1,711	$ 1,811	$ 1,772
Cost for the year	280	40	98
Benefits paid during the year	(132)	(140)	(59)
Accrued benefit obligation, end of year	$ 1,859	$ 1,711	$ 1,811

8. PROFESSIONAL DEVELOPMENT FUND

Under collective agreements, the College is required annually to make available a specific amount of funding, against which approved instructor professional development expenses are charged. The balance represents the accumulated unspent amount of the College's obligation to instructors.

Information about the fund is as follows:	June 30, 2012	June 30, 2011	July 1, 2010
		(in thousands)	
Professional development fund, beginning of year	$ 1,593	$ 1,299	$ 1,243
Contributions	420	430	389
Recovery of funds	-	67	19
Professional development paid during the year	(216)	(203)	(352)
Professional development fund, end of year	$ 1,797	$ 1,593	$ 1,299

9. TANGIBLE CAPITAL ASSETS

June 30, 2012	Mobile equipment	Building additions and renovations	Furniture and equipment	Leasehold improvements	Total
Cost					
Opening balance	$ 5,096	$ 1,991	$ 6,556	$ 1,993	$ 15,636
Additions	46	-	411	260	717
Disposals	-	-	-	-	-
Closing balance	5,142	1,991	6,967	2,253	16,353
Accumulated amortization					
Opening balance	1,929	1,344	3,976	1,516	8,765
Amortization	242	99	469	121	931
Disposals	-	-	-	-	-
Closing balance	2,171	1,443	4,445	1,637	9,696
Net book value	**$ 2,971**	**$ 548**	**$ 2,522**	**$ 616**	**$ 6,657**

9. TANGIBLE CAPITAL ASSETS (Continued)

June 30, 2011	Mobile equipment	Building additions and renovations	Furniture and equipment	Leasehold improvements	Total
Cost					
Opening balance	$ 5,241	$ 1,991	$ 6,415	$ 1,806	$ 15,453
Additions	609	-	141	187	937
Disposals	(754)	-	-	-	(754)
Closing balance	5,096	1,991	6,556	1,993	15,636
Accumulated amortization					
Opening balance	1,891	1,245	3,575	1,435	8,146
Amortization	336	99	401	81	917
Disposals	(298)	-	-	-	(298)
Closing balance	1,929	1,344	3,976	1,516	8,765
Net book value	**$ 3,167**	**$ 647**	**$ 2,580**	**$ 477**	**$ 6,871**

10. ACCUMULATED SURPLUS

The accumulated surplus balance includes the net book value of tangible capital assets transferred to the College when it was established and the results of operations since that date. The following appropriations have been made from accumulated surplus:

	(in thousands)				
Reserves	**Balance, opening July 1, 2011**	**Net results of operations**	**Appropriated**	**Used in operations**	**Balance, ending June 30, 2012**
a) Mallik research reserve	$ 100	$ -	$ -	$ -	$ 100
b) Northern strategic research reserve	481	-		-	481
c) Program delivery	300	-	-	-	300
d) Research & development	128	-	1	-	129
e) HEO replacement & maintenance	140	-	-	-	140
f) Restricted donations	35	-		-	35
Total reserves	1,184	-	1	-	1,185
Operating surplus (deficit)	7,283	(489)	(1)	-	6,793
Total accumulated surplus	$ 8,467	$ (489)	$ -	$ -	$ 7,978

See note 3 for changes related to PSAS.

10. ACCUMULATED SURPLUS (continued)

(in thousands)

Reserves	Balance, opening July 1, 2010	Net results of operations	Appropriated	Used in operations	Balance, ending June 30, 2011
a) Mallik research reserve	$ 100	$ -	$ -	$ -	$ 100
b) Northern strategic research reserve	409	-	72	-	481
c) Program delivery	300	-	-	-	300
d) Research & development	126	-	18	(16)	128
e) HEO replacement & maintenance	179	-	-	(39)	140
f) Restricted donations	40	-		(5)	35
Total reserves	1,154	-	90	(60)	1,184
Operating surplus	7,223	90	(90)	60	7.283
Total accumulated surplus	$ 8,377	$ 90	$ -	$ -	$ 8,467

See note 3 for changes related to PSAS.

10. ACCUMULATED SURPLUS (continued)

a) Mallik research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside to complete the scientific publishing.

b) Northern strategic research reserve

This appropriation was established from the surplus of the Methane Hydrate Research project to set funds aside for strategic research conducted in the north which will benefit northerners.

c) Program delivery

This appropriation is established to cover program costs contemplated in the annual Programs and Services Proposal prepared by the College, for which Government funding has not been approved. Allocations to and from this appropriation must be approved by the Board of Governors.

d) Research & development

This appropriation is established to help fund research and development of the Research Associate and Fellowship programs at the Aurora Research Institute (ARI). Annually all unencumbered ARI administration revenue after fulfillment of third party contracts is transferred to this appropriation. Use of the appropriation must be approved by the Research Advisory Council.

e) HEO (Heavy Equipment Operator) replacement & maintenance

This appropriation is established to help fund replacement and maintenance of the HEO program heavy equipment. Annually net equipment rental fees charged to the third party contractors for HEO courses are transferred to this appropriation. Use of the appropriation must be approved by the Board of Governors.

f) Restricted donations

From time to time, the College receives donations from individuals and corporations with conditions attached to them. In order to ensure that the wishes of the contributors are carried out, the donations are transferred to restricted donations until the conditions are met.

11. GOVERNMENT CONTRIBUTIONS

	2012	2011
	(in thousands)	
Operating contributions	$29,386	$28,125
Capital contributions	580	548
Services received without charge (Note 12)	5,963	4,641
	$35,929	$33,314

12. RELATED PARTIES

The College is related in terms of common ownership to all Government created departments, territorial corporations and public agencies. The College enters into transactions with these entities in the normal course of business at normal trade terms.

Accounts Receivable and Accounts Payable

The College has Government receivables from tuition revenue, contract revenue and the base funding contribution. The College also owes funds to the Government from administrative agreements for facility operating and utility costs, employee benefits and other expenses.

	June 30, 2012	June 30, 2011	July 1, 2010
		(in thousands)	
Accounts receivable (Note 6)	$ 1,126	$ 2,719	$ 398
Amounts due to the Government	$ 1,097	$ 1,134	$ 843

Expenses

Under the terms of administrative agreements, the Government charges for certain support services provided to the College. The College reimbursed the Government $657,000 (2011 – $754,000) for facility operating and utility costs, employee benefits and other expenses recorded in these statements.

Services received without charge

During the year, the College received without charge from the Government services including utilities $1,807,000 (2011 – $1,874,000) and repairs and maintenance $1,539,000 (2011 – $927,000).

12. RELATED PARTIES (continued)

Services received without charge (continued)

Payroll processing, insurance and risk management, legal counsel, construction management, records storage, computer operations, asset disposal, project management, and translation services were also provided to the College without charge. These services would have cost the College an estimated $352,000 (2011 – $280,000) based on the exchange amount confirmed by the related parties.

The College also receives from the Government, without any rental charges, the use of facilities for two of its campuses, certain student housing units and community learning centres. The use of these facilities would have cost the College an estimated $2,218,000 (2011 – $1,357,000) based on the Government's amortization expense for these assets.

The Government also pays for medical travel costs for the College. The medical travel costs paid by the Government on behalf of the College for the period amounted to $47,000 (2011 – $ 203,000).

These services without charge have been recognized as a government contribution – services received without charge (Note 11) and included in the following expenses:

	2012	2011
	(in thousands)	
Contract services	$ 352	$ 280
Repairs and maintenance	1,539	927
Building utilities	1,807	1,874
Building leases	2,218	1,357
Medical travel	47	203
	$ 5,963	$ 4,641

13. CONTINGENT LIABILITIES

The College is subject to claims and lawsuits arising in the ordinary course of operations. While the outcome of these matters is subject to future resolution, management's evaluation and analysis of such matters indicates that, individually and in the aggregate, the probable ultimate resolution of such matters will not have a material financial impact on the College's financial position, results of operations or liquidity.

14. COMMITMENTS

In addition to facilities provided by the Government, the College has operating leases and service agreements for student accommodation, classroom space, office equipment and other services and is committed to basic payments as follows:

	(in thousands)
2013	$ 2,061
2014	1,291
2015	1,140
2016	1,121
2017	1,047
thereafter	2,653
	$ 9,313

15. BUDGET FIGURES

Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Governors of the College. The budget approved by the Board of Governors of the College was developed in accordance with Canadian generally accepted accounting principles – Part V of the CICA Handbook. Given differences between Part V of the CICA Handbook and PSAS, the budget figures presented have been adjusted to conform to the basis of accounting that is used to prepare the financial statements of the College. There are no budget figures prepared for acquisition of tangible capital assets or for services received without charge (Note 12).

15. BUDGET FIGURES (CONTINUED)

Reconciliation of expense budget 2012

	Aurora Campus (in thousands)	Thebacha Campus (in thousands)	Yellowknife Campus (in thousands)	Aurora Research Institute (in thousands)	President's Office (in thousands)	Pooled Services (in thousands)	Total (in thousands)
Original Budget	$9,898	$10,166	$8,303	$1,463	$3,474	$1,581	$30,883
Allocation to Final Budget:							
Financial and Accounting Services	$ 264	$ 353	$ 115	$ -	$ 819	$ -	$ 1,551
Pooled Services **	$ 257	$ 228	$ 108	$ -	$ 1,286	$ 451	$ 2,390
Student Services	$ 1,589	$ 3,309	$ 3,052	$ -	$ 190	$ -	$ 8,140
Education and Training	$ 1,471	$ 4,419	$ 3,232	$ -	$1,176	$ 779	$11,076
Community and Extensions	$ 2,315	$ 1,891	$ 1,736	$ -	$ -	$ 351	$ 6,293
Aurora Research Institute	$ -	$ -	$ -	$1,463	$ -	$ -	$ 1,463

** Pooled Services includes the revenues and expenses for the President's Office.

18. BUDGET FIGURES (CONTINUED)

Reconciliation of expense budget 2011

	Aurora Campus (in thousands)	Thebacha Campus (in thousands)	Yellowknife Campus (in thousands)	Aurora Research Institute (in thousands)	President's Office (in thousands)	Pooled Services (in thousands)	Total (in thousands)
Original Budget	$ 5,771	$ 9,062	$ 7,885	$ 1,374	$ 3,395	$ 1,700	$29,687
Allocation to Final Budget:							
Financial and Accounting Services	$ 250	$ 335	$ 74	$ -	$ 869	$ (82)	$ 1,452
Pooled Services **	$ 239	$ 194	$ 147	$ -	$ 1,342	$ 107	$ 2,029
Student Services	$ 1,467	$ 2,936	$ 2,720	$ -	$ 182	$ (50)	$ 7,905
Education and Training	$ 1,047	$ 4,298	$ 3,298	$ -	$ 899	$ 301	$ 10,393
Community and Extensions	$ 2,268	$ 1,629	$ 1,746	$ -	$ -	$ 564	$ 6,487
Aurora Research Institute	$ -	$ -	$ -	$ 1,374	$ -	$ -	$ 1,374

** Pooled Services includes the revenues and expenses for the President's Office

16. COMPARATIVE FIGURES

The financial statements have been reclassified, where applicable, to conform to the presentation used in the current year.

17. SUBSEQUENT EVENT

Subsequent to year end, the College has signed an agreement with the Canadian Northern Economic Development Agency ("CanNor") for the funding and delivery of an adult basic education program in the North. The College will receive and be responsible for a total budget of $8,636,000 from 2013 to 2016.

19. SEGMENT DISCLOSURE

The College is a multi-campus institution designed to provide a wide variety of educational services to adult learners of the Northwest Territories (NWT). For management reporting purposes the College's operations and activities are organized and reported by funds. Funds were created for the purpose of recording specific activities to attain certain objectives in accordance with the budget, strategy and work plan, restrictions or limitations. The College's services are provided by departments and their activities are reported in these funds.

Certain departments that have been separately disclosed in the segmented information, along with the services they provide, are as follows:

Finance and accounting
Finance's role is to ensure the long term viability of the College including the preparation and controls over the budgets, financial reporting, the implementation and oversight of financial controls, and management of the cash flows. Finance includes the functioning of the head office and regional offices.

Protect services
This represents College wide expenditures which are required for the global operation. These represent allocation of costs related to professional development, amortization, cost of employee future benefits, and costs for the President's Office. The Office of the President includes services related to the operations of the College, plus communications and public relations. The Office of the President is mandated to manage the daily operations of the College, pursue its missions and vision, and develop and implement a strategic plan to ensure the long term success of the College.

Student services
Student services include Fort Smith, Yellowknife, and mural locations facilities and the registrar and regional admission offices.

Education and training
Education and training includes the vice-president education and training, school of trades, school of education, school of business and leadership, school of health and human services, school of arts and science, information systems and technology, and the library.

18. SEGMENT DISCLOSURE (continued)

Community and extensions

Community and extensions represents special programs and additional resources provided to the communities through the College. This includes the school of developmental studies, the Beaufort Delta region, the Sahtu region, the Dehcho region, the Tlicho region, and the Akaitcho and South Slave region.

Aurora Research Institute

Through the work of the Aurora Research Institute, the College is also responsible for the facilitation and preparation of research activity in the NWT.

Aurora College
Segmented disclosures
June 30, 2012

For the period ended June 30, 2012	Financial and accounting (in thousands)	Postal services ** (in thousands)	Student services (in thousands)	Education and training (in thousands)	Community and extensions (in thousands)	Aurora Research Institute (in thousands)	Total (in thousands)	Budget (in thousands)
Revenues								
Government contributions	$ 1,559	$ 4,689	$ 7,348	$ 14,659	$ 6,087	$ 1,413	$ 35,929	$ 20,635
Project income								
Territorial government	-	-	90	3,256	636	115	4,099	-
Other third parties	67	4	17	2,350	549	217	3,204	15
Federal government	-	-	-	7	980	372	1,359	-
Tuition fees	-	-	44	1,833	269	3	2,149	688
Recoveries and other	139	200	76	59	29	113	706	349
Room and board	-	-	800	-	-	53	853	768
Interest income	103	-	-	-	-	-	103	30
	1,867	4,893	8,375	22,364	8,552	2,286	48,497	30,883
Expenses								
Compensation and benefits	1,480	2,117	3,701	12,471	6,951	1,522	28,162	21,581
Building leases	-	-	3,507	2,776	-	-	6,283	3,976
Materials and supplies	15	340	178	777	408	92	1,816	1,693
Utilities	-	-	107	1,817	9	9	1,942	627
Contract services	69	99	515	610	305	386	1,904	947
Repairs and maintenance	-	1,956	-	268	-	-	2,256	-
Small equipment	10	5	56	281	35	35	422	-
Fees and payments	57	526	57	644	131	67	1,482	745
Travel and accommodation	52	140	77	796	279	-	1,344	753
Professional services	-	-	-	1,043	113	-	1,156	110
Amortization of tangible capital assets	-	931	-	-	-	-	931	451
Communication, postage and freight	71	227	98	426	373	50	1,193	-
	1,694	5,361	8,294	21,929	8,552	2,061	48,891	30,883
Annual surplus (deficit)	$ 166	$ (1,388)	$ 81	$ 435	$ -	$ 225	$ (466)	$ -

** Postal Services includes the revenues and expenses for the President's Office

Aurora College
Segmented disclosures
June 30, 2012

For the period ended June 30, 2011	Financial and accounting (in thousands)	Pooled services ** (in thousands)	Student services (in thousands)	Education and training (in thousands)	Community and extensions (in thousands)	Aurora Research Institute (in thousands)	Total (in thousands)	Budget (in thousands)
Revenues								
Government contributions	$ 1,340	$ 7,103	$ 8,176	$ 9,049	$ 6,330	$ 1,316	$ 33,314	$ 27,708
Project income								
Territorial government	-	-	90	1,316	1,889	572	3,867	-
Other third parties	-	-		3,809	-	-	3,809	-
Federal government	-	544	-	-	-	488	1,032	285
Tuition fees	-	-		1,562	333	-	1,895	745
Recoveries and other	-	-	275	-	600	-	875	80
Room and board	-	-	794	-	-	57	851	767
Interest income	95	-	-	-	-	-	95	112
	1,435	7,647	9,335	15,736	9,152	2,433	46,739	29,697
Expenses								
Compensation and benefits	1,104	1,679	3,850	12,026	6,884	1,475	27,018	20,163
Building leases	-	5,258	-	-	-	-	5,258	-
Materials and supplies	32	369	136	801	350	106	1,794	1,595
Utilities	1	1,874	-	-	45	83	2,003	178
Contract services	71	99	1,147	670	-	-	1,987	5,052
Repairs and maintenance	67	956	332	135	115	51	1,628	-
Small equipment	1	5	57	330	54	9	456	451
Fees and payments	44	480	49	505	134	69	1,281	1,712
Travel and accommodation	32	131	67	591	411	113	1,365	576
Professional services	-	-	1,181	-	-	-	1,181	-
Amortization of tangible capital assets	-	917	-	-	-	-	917	-
Communication, postage and freight	-	-	760	-	-	-	760	-
	1,352	11,770	7,569	15,058	7,993	1,906	45,648	29,697
Annual surplus (deficit)	$ 83	$ (4,123)	$ 1,766	$ 678	$ 1,159	$ 527	$ 90	$ -

** Pooled Services includes the revenues and expenses for the President's Office